

**CORRELATION BETWEEN STUDENTS HABIT IN  
WATCHING ENGLISH MOVIES AND VOCABULARY  
MASTERY OF THE STUDENTS IN ENGLISH EDUCATION  
STUDY PROGRAM OF IAIN PALANGKARAYA**

**THESIS**



**BY**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTMENT  
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1442 H / 2020 M**

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ENGLISH MOVIES AND VOCABULARY MASTERY OF THE  
STUDENTS IN ENGLISH EDUCATION STUDY PROGRAM OF IAIN  
PALANGKARAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of *Sarjana* in English Language Education



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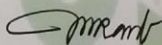
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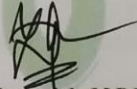
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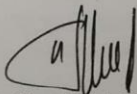
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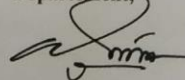
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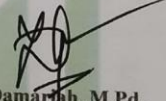
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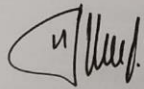
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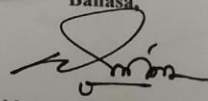
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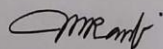
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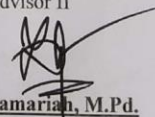
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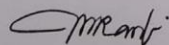
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Dapat diujikan sebagai syarat untuk memenuhi kewajiban untuk mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

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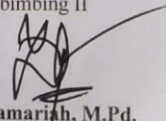
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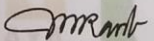
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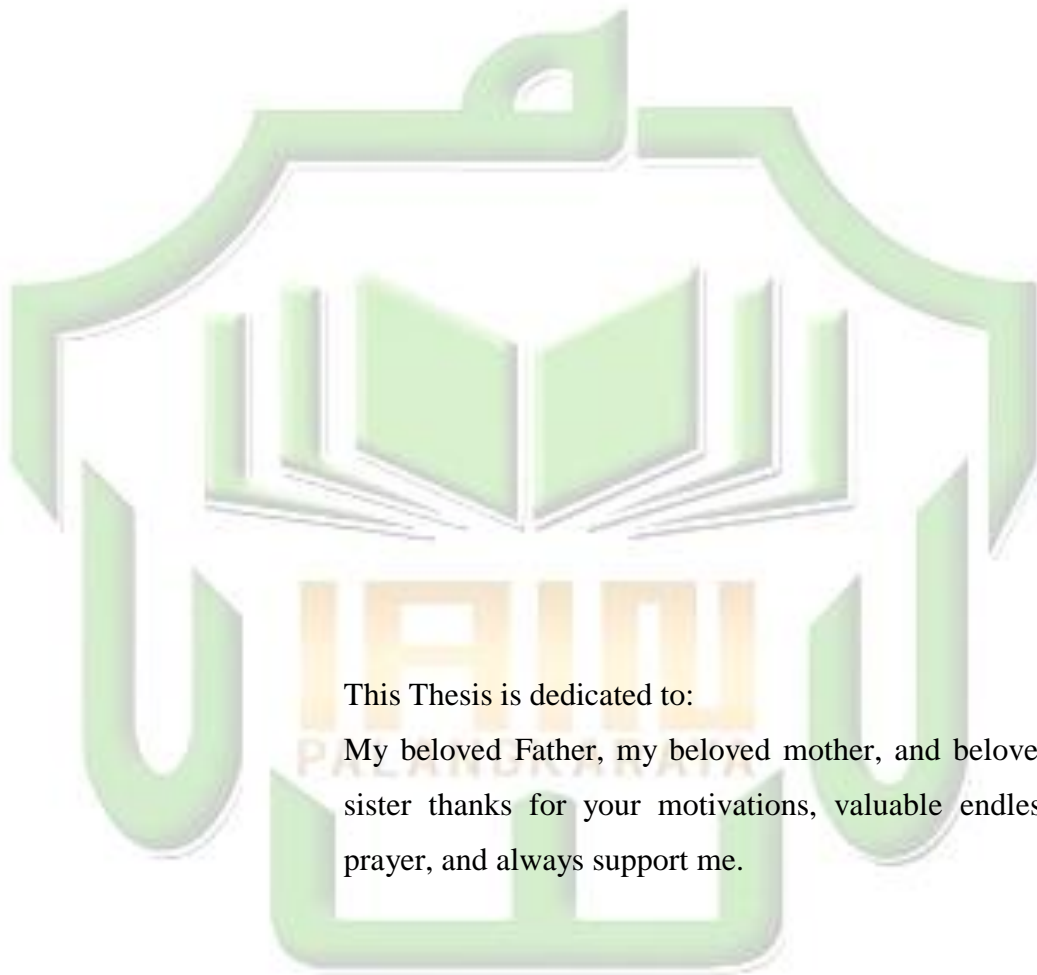


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## MOTTO AND DEDICATION

*“.....and be patient. verily Allah is with those who are patient. ....”*

(Q.S Al-Anfal:66)



This Thesis is dedicated to:

My beloved Father, my beloved mother, and beloved sister thanks for your motivations, valuable endless prayer, and always support me.



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Palangka Raya, October 26<sup>th</sup> 2020

Yours Faithfully,



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## ABSTRACT

Rahmalia, N. 2020. *Correlation between Students Habit in Watching English Movies and Vocabulary Mastery of The Students in English Education Study Program of IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) HJ. Apni Ranti, M. Hum; (II) Zaitun Qamariah, M.Pd

Key Words: *Correlation, habit, movie, vocabulary mastery*

The habit of watching movie provide opportunities to study language about vocabulary, get new vocabularies and find many information about grammar to help language skill. Movie can be a challenge for students because they are often faster than instructor's speech however they can also be enjoyable and serve to reinforce certain aspect of English.

The aim of the research was to find out: the correlation between students' habit in watching English movies and vocabulary mastery of students in English Education Study Program at IAIN Palangka Raya. This study was focus to find out the correlation between students' habit in watching English movies and vocabulary mastery students of five semester of IAIN Palangkaraya.

The research type was quantitative. In collecting the data, the researcher used questionnaire and test. The population of the study were the five semester students of IAIN Palangkaraya. The sample of the study consisted of 60 students. The method of sampling in this study was cluster sampling. The technique of collecting data of students habit in watching English movies by using questionnaire. The technique of collecting data of vocabulary mastery was test. The technique of data analysis used the Pearson product moment correlation.

The research findings show that there is positive correlation but insignificant between students' habit in watching English movies and vocabulary mastery at IAIN Palangka Raya ( $r_{xy} = 0.168 \leq r_{table} = 0.254$ ). So, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is refused. The meaning of this statement is the students' habit in watching English movies has positive relationship but insignificant to students' vocabulary mastery.

## ABSTRAK

Rahmalia, N. 2020. Hubungan antara Kebiasaan Siswa Dalam Menonton Film Berbahasa Inggris Dan Penguasaan Kosakata di IAIN Palangka Raya. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) HJ. Apni Ranti, M. Hum; (II) Zaitun Qamariah, M.Pd

Kata kunci : Hubungan, kebiasaan, film, penguasaan kosakata

Kebiasaan menonton film memberikan kesempatan untuk mempelajari bahasa tentang kosakata, mendapatkan kosakata baru dan menemukan banyak informasi tentang tata bahasa untuk membantu kemampuan berbahasa. Movie dapat menjadi tantangan bagi siswa karena sering kali lebih cepat daripada pidato instruktur namun juga menyenangkan dan berfungsi untuk memperkuat aspek tertentu dari bahasa Inggris.

Tujuan penelitian ini adalah untuk mengetahui: Korelasi antara kebiasaan menonton film berbahasa Inggris dan penguasaan kosakata di IAIN Palangka raya. Penelitian ini fokus untuk mengetahui hubungan antara kebiasaan menonton film berbahasa Inggris dan penguasaan kosakata siswa semester lima di IAIN Palangkaraya.

Jenis penelitian adalah kuantitatif. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan tes. Populasi penelitian adalah siswa semester lima IAIN Palangkaraya. Sample penelitian terdiri dari 60 siswa. Metode pengambilan sampel dalam penelitian ini adalah cluster sampling. Teknik pengumpulan data kebiasaan menonton film berbahasa Inggris menggunakan kuesioner. Teknik pengumpulan data penguasaan kosakata menggunakan tes. Teknik analisis data menggunakan korelasi Pearson product moment.

Temuan penelitian menunjukkan bahwa ada korelasi positif tetapi tidak signifikan antara kebiasaan siswa menonton film berbahasa Inggris dan penguasaan kosakata mereka ( $r_{xy} = 0.168 \leq r_{table} = 0.254$ ). Alternatif hipotesis ( $H_a$ ) diterima dan hipotesis nol ( $H_o$ ) ditolak. Makna dari pernyataan ini adalah kebiasaan siswa menonton film berbahasa Inggris memiliki hubungan yang positif tetapi tidak signifikan penguasaan kosakata.

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Her appreciation is addressed to:

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The researcher,

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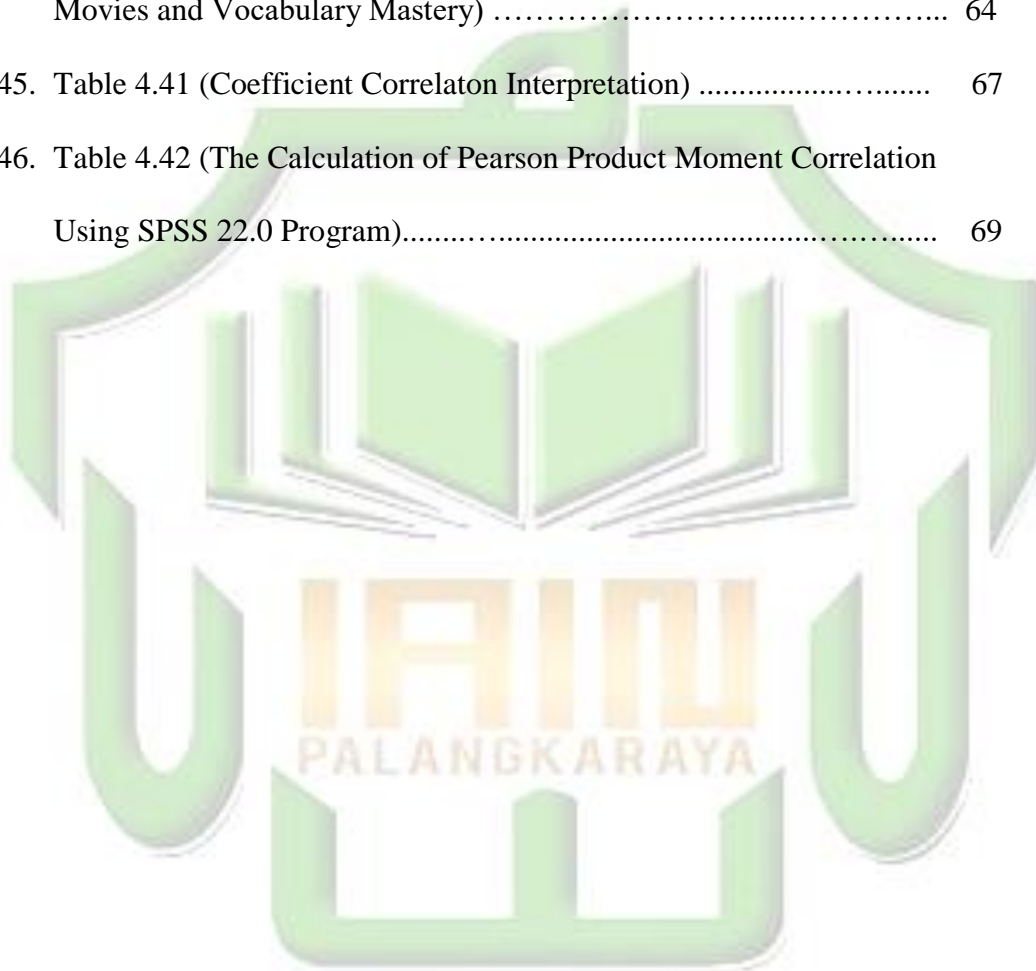
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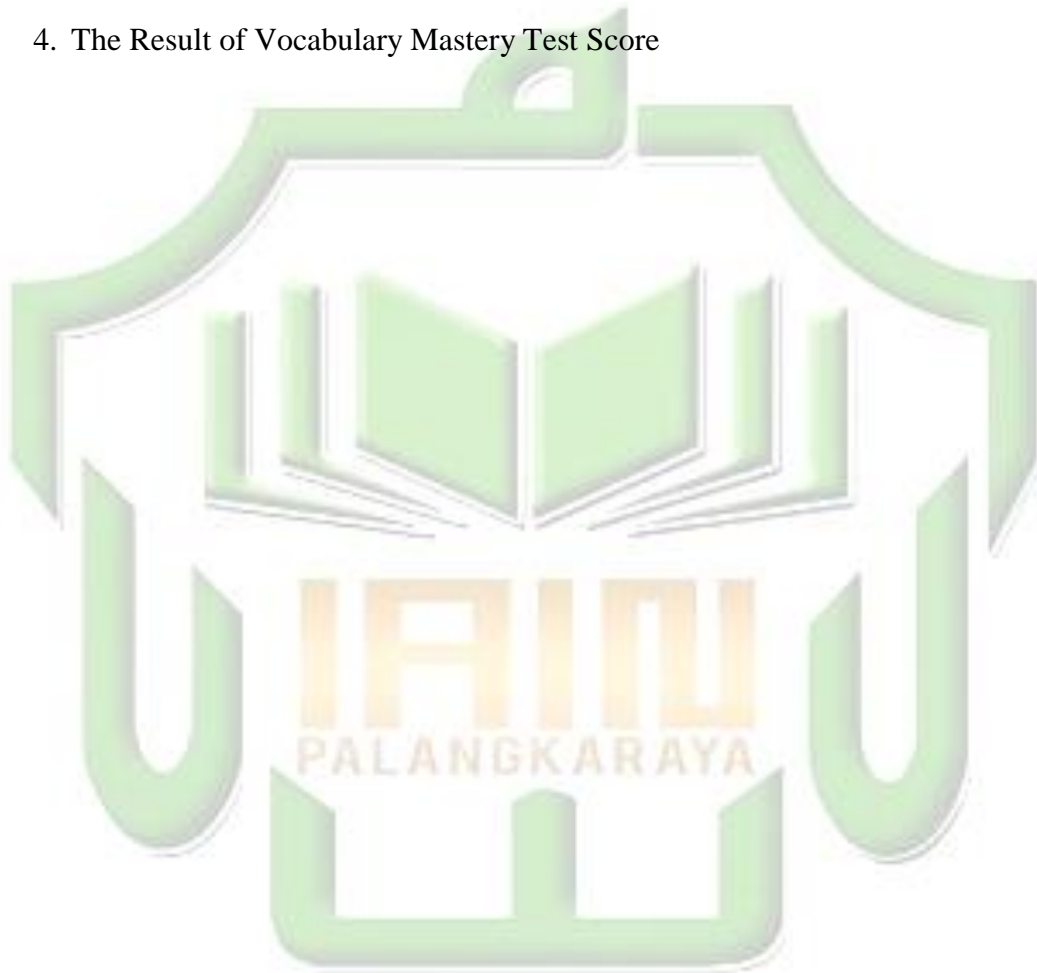
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## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study, research question, objective of the study, hypotheses of the study, assumption of the study, scope and limitation, significance of the study and definition of key terms.

#### **A. Background of the Study**

According to Herber H. Clark, language is the fundamental an instrument of communication. People talk as a way of conveying ideas to others-of getting them to grasp new facts, answer question, register promises, etc.

Language is an important aspect in human life. It is means of communication the persons to the others. The people need language to looking for and give people benefit information. Language is a device to communicate with others. According to Finnocchiaro, language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. Communicated itself means connecting, interact, and understanding message or information between two or more subject within communication. Including English language.

Vocabulary is one of language aspects and it is the most important components of language as communication tool. Vocabulary is also Important because it is a basic part to understand the meaning of what people said and written. It is a primary skill which should be mastered by the learners before they acquire other language skills, such as listening, speaking, reading, and writing. Learning a language can start by learning its vocabulary first (Pratama, Nurweni, & Huzairin, 2016). The ability to learn and understand a foreign language such as English is not easy. In fact, many students are facing the difficulties to learn English. It is because they rarely hear people surrounding them speak English (Meita, Sofyan, & Sutisna, n.d.).

If the learners have many vocabulary they will learn the language easily, when learners mastering vocabulary they will be able to use the words in speaking and in writing, they also able to recognize and understand when they listen to someone or when they reading a book.

In enrich students' vocabulary mastery, teacher can use many kinds of alternative media to teach vocabulary. Harmer mentions some of media that can be used to teach vocabulary, such as picture, miming the action, word circles, word map, and vocabulary games. This is important because vocabulary is not an easy item to be remembered or memorize by students. The students need relax, interesting and enjoyable learning situations to

help them acquire the vocabulary item easily. One of media that can used to help the students to memorize vocabulary is movie.

According to previous issues, movie can be one of medias can affect a person listening skill, especially English movie. Nowadays, movie becomes very familiar to various level of society, especially student. The habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it is. In order to they can get new vocabularies and find many information about grammar to help language skill. Sometimes they also will find the problems about structure, difficult new vocabulary based on the dialogue by the native speaker. Then, they can look for the solution of the problems by asking to the teacher or look for the other referent. Indirectly, students will study about vocabulary of English by watching movie.

Learning process is not always in the class, learning can be done everywhere. Students also do not always face with the teacher to teaches vocabulary. Students can learn at anywhere, any time. Students watching English movie habit possibly way to enrich their vocabulary. Movie can be a challenge for students because they are often faster than instructor's speech however they can also be enjoyable and serve to reinforce certain aspect of English. Interest in watching movies can lead students to learn vocabulary more often and more repeatation in an activity might form a habit. A student who likes watching English movies usually

will learn to these movies again and again. By doing so, the habit in watching to English movies will form in students' mind. The activity to watching English movies on PC will be done by him/her very easily.

Watching an English movie is one of the extensive listening activity. This activity is happened in out of the classroom. In this case students can choose what they want to watch. In IAIN Palangka Raya, especially English Department mostly students have personal computer (PC) and easy to access wifi. They can download English movies fastly and the beginning semester they have more free time to watch movies on Their PC. Watching English movies with or without subtitle can be an alternative media of students to improve and enrich their mastery of English vocabulary on their free time. Vocabulary is very important in learning language, because vocabulary is one of the key elements in learning language. So, mastering vocabulary will give influence to someone who learns language.

The habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it is. In order to get new vocabularies and find many information about grammar to help language skill. Sometimes, they also found the problems about structure, difficult new vocabulary, based on the dialogue by the native speaker. Then, they can look for the other referent. Indirectly, students would studied about vocabulary of English by watching movie.

Furthermore, the research problem of this research was “Is there any significant correlation between students habit in watching english movies and vocabulary mastery ?”. Then, the research objective was “To identify the significant correlation between students habit in watching english movies and vocabulary mastery”.

Based on the explanation above the researcher is interested to conduct the research entitled **“CORRELATION BETWEEN STUDENTS HABIT IN WATCHING ENGLISH MOVIES AND VOCABULARY MASTERY OF THE STUDENTS IN ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALANGKARAYA”**.

#### **B. Research Problem**

1. Is there any significant correlation between students habit in watching english movies and vocabulary mastery ?

#### **C. Objective of The Study**

1. To identify the significant correlation between students habit in watching english movies and vocabulary mastery.

#### **D. Hypothesis**

Hypothesis is a predicated answer of research problems with a data (Arikunto, 2006:102). The researcher tries to determine the hypothesis of this research. Based on the description above, the researcher has two hypothesis as follow:

1.  $H_a$  ( alternative hypothesis): there is significant correlation between students habit in watching English movie and vocabulary mastery.

2. Ho ( statistical / null hypothesis): there is no significant correlation between students habit in watching English movie and vocabulary mastery.

#### **E. Assumption**

Students 'abilities will improve and even better when using the strategy of watching English movies because students will focus on watching films and also improve students' vocabulary mastery.

#### **F. Scope and Limitation of The Study**

This study focuses on the habits of students in watching english movies, because many affect student vocabulary mastery. This research is limited to analyze the correlation between students habit in watching english movies andvocabulary mastery.

#### **G. Significance of The Study**

The theoretical significance of this study is to give information about student habit watching English movie and vocabulary mastery.

The practical significance of this study is to give information about the degree of correlation between student habit in watching english movieand vocabulary mastery. It can be used by lecturer to decide whether vocabulary mastery can be improved by listening to english movie.

The pedagogical significance, this research will provide references for teachers who deal with students' abilities towards the subject. this will be useful as a reference and evaluation to improve their teaching after knowing the problems faced by students.



## **H. The Definition of Key Terms**

### **1. Correlation**

Correlation is useful in a wide variety of studies. The most useful applications of correlation are assessing relationships, assessing consistency, and prediction (Ary et al, 2010, p. 351).

### **2. Habit**

Classic studies of habit learning distinguished this form of learning as a product of a procedural learning brain system that is differentiable from declarative learning brain systems for encoding facts and episodes (Graybiel, 2008).

### **3. Movie**

According to Hornby, movie is a story, recorded as a set of moving pictures to be shown on television or at the cinema (Hornby, 1995:34).

### **4. Vocabulary Mastery**

According to Hornby, vocabulary is the total number of words, which makes up the language. It can be defined, roughly, as the words we teach in the foreign language. According to Hornby, film is a story, recorded as a set of moving pictures to be shown on television or at the cinema (Hornby, 1995:)

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about the previous study, definition of habit, understanding habit, habitual learning, definition of vocabulary, definition of vocabulary mastery, levels of vocabulary, learning vocabulary, the importance of learning vocabulary, the movie.

#### **A. Previous Study**

This research has differences and similarities with the following previous studies: First, this study conducted by Suci Ramadayanti Gultom (2017). The title is the correlation between students' habit in watching English movie and their vocabulary mastery at Mts Islamiyah YPI BatangKuis in academic year of 2016/2017. The population of the research was the eight grade students of MTs. Islamiyah YPI Batang Kuis in 2016/2017 academic year, the number of students was 29 students. The researcher gave a questioners to know students' habit in watching English movie, and test to know the students' vocabulary mastery. The researcher found  $r_o = 3,97$  and  $r_{table} = 0,36$  with a standard of significant 95%. The value of correlation product moment is bigger than  $r$  table ( $3,97 > 0,36$ ). So, the alternative hypothesis ( $H_a$ ) of the research is accepted, but  $H_o$  is rejected. It means that there is a positive correlation between students' habit watching English movie and their vocabulary mastery. With the correlation category is very high.

The similarities between this research with the researcher is the method to find correlation between two variables. Also the instrument of this research use questionnaire and test to get the data. For the difference on this research is from the participants. The participants in this research focused on the eighth grade students of Mts Islamiyah YPI BatangKuis whereas in the participants in this research focused on students of English Education Study Program in IAIN PALANGKA RAYA.

The second, this study conducted by Nur RifalLaili (2018) about the correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 PALANGKA RAYA. The population of the research were the eleventh grade students of SMAN 1 PALANGKA RAYA. The sample of the research consisted of 71 students. The technique of sampling was cluster random sampling. The technique in data collecting of English reading habit used questionnaire. The technique in data collecting of vocabulary mastery used multiple choice tests. The technique of data analysis used the Pearson product moment. There is positive correlation in low category between English reading habit and vocabulary mastery.

The similarities between this research with the researcher is the method to find correlation between two variables. Also, the instrument of this research use questionnaire and test to get the data. For the difference on this research are from the variable and the participants.

The research focused on the variable reading habit and vocabulary mastery whereas in this research focused on the variable students habit watching English movie and vocabulary mastery. Also about the participants, the participants in this research focused the eleventh grade students of SMAN 1 PALANGKARAYA whereas the participants in this research focused on students of English Education Study Program in IAIN PALANGKA RAYA.

The third this study conducted by Saiful, Hamid Ismail Abdullah, Rina Asrini Bakri (2019) about the correlation between frequency of watching English movies and vocabulary mastery of SMAN 1 Bontonompo Selatan Gowa Regency. The results of this study indicated that there is a significant relationship between the level of frequency of watching movies in English and the students' vocabulary mastery. It can be proved through the data and test the value of  $r$ -table where the value of  $r$ -test (0.358) is lower than  $r$ -table (0.444). The researchers concluded that there is a low correlation to the frequency of watching movies in English and the students' vocabulary mastery.

The similarities between this research with the researcher is the method to find correlation between two variable. For the difference on this research are from the variable and the participants. The research focused on the variable frequency of watching English movies and vocabulary mastery whereas in this research focused on the variable habit watching in English movies and vocabulary mastery. Also about

the participants, the participants in this research focused of SMAN 1 Bontonompo Selatan Gowa Regency whereas the participants in this research focused on students of English Education Study Program in IAIN PALANGKA RAYA.

The fourth this study conducted by Aulia Rachmawati (2018) entitled “The Relationship Between Students’ Habit in Watching English Movie and Their Listening Achievement (A Correlational Study on Fourth Semester Students of Department of English Education of Syarif Hidayatullah State Islamic University Jakarta Academic Year 2017/2018). The research finding indicated that there is very low relationship between students’ habit in watching English movie and their listening achievement. It proved by the (0.132) which lower than (0.361). It considered that alternative hypothesis ( $H_a$ ) in this research is rejected and the null hypothesis ( $H_o$ ) which state that there is no correlation between students’ habit in watching English movie and their listening achievement is accepted. In conclusion, there is no correlation between students’ habit in watching English movie and their listening achievement on 4<sup>th</sup> semester students of Department of English Education of UIN Jakarta in Academic Year 2017/2018.

The similarities between this research with the researcher is the method to find correlation between two variables. For the difference on this research are from the variable and the participants. The research focused on the variable students’ habit watching English movie and their

listening achievement whereas in this research focused on the variable students habit watching English movie and vocabulary mastery. Also about the participants, the participants in this research focused on Fourth Semester Students of Department of English Education of SyarifHidayatullah State Islamic University Jakarta whereas the participants in this research focused on students of English Education Study Program in IAIN PALANGKA RAYA.

Last, this study conducted by Dahniar Masyhud Zainuddin, entitled “Correlation between students’ *habit* in watching *English movie* and *vocabulary* mastery at the second year of SMAN 1 Anggeraja in the academic year 2015/2016”. The result of the analysis showed that there was significant correlation between students’ habit and vocabulary mastery in watching English movie to 0.766 at the significant level of 0.05 with the critical value of  $r$  table 0.339. The correlation between students’ habit in watching English movie and vocabulary mastery was significant since the coefficient correlation is higher than the critical value of  $r$  table ( $0.766 > 0.339$ ). It means that there is a significant correlation between students’ habit in watching English Movie and Vocabulary Mastery at the Second Year of SMAN 1 Anggeraja.

The similarities between this research with the researcher is the method to find correlation between two variables. Also the instrument of this research use questionnaire and test to get the data. For the difference on this research is the participants. The participants in this



research focused the second year of SMAN 1 Anggeraja whereas the participants in this research focused on students of English Education Study Program in IAIN PALANGKA RAYA.

## **B. Habit**

### **1. Definition of Habit**

Richards (1990, p.128) stated that; "Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition. When one is doing a habit, it diminishes the conscious attention with which his/ her acts are performed. It means that he or she is not aware what he or she is doing because the acts are often done by him or her several times. It all begins in one's mind. Intentional thoughts become intentional actions. Intentional actions become repetitive actions. Repetitive actions become automatic actions. Automatic actions become habits.

Furthermore, it can be concluded that habit is an effect of repeated acts that becomes a patterned behavior which will be a usual manner because of its frequent repetition.

Classic studies of habit learning distinguished this form of learning as a product of a procedural learning brain system that is differentiable from declarative learning brain systems for encoding facts and episodes (Graybiel, 2008). Habit are routines of behavior that are repeated regularly and tend to occur subconscious about them. Habitual behavior often goes unnoticed in person exhibiting it,

because a person does not need to engage in self-analysis when undertaking routine tasks. Habituation is an extremely simple form of learning in which an organism, after a period of exposure to a stimulus, stops responding to that stimulus in varied manners.

According to Meriam Webster.com, habit is stated as a behavior a pattern acquired by frequent repetition or psychological exposure that shows itself in regularity or increase in facility of performance.

The research which had been conducted by Usman Abdullah (2017) Entitled "The Correlation Between Students' Habit In Watching Movie And Listening Skill". There were some findings found based on data of students' questionnaire score and student's listening score hereinafter formulated to find out the value of correlation coefficient.

From the definition above, the researcher concludes that habit is something that is conducted repeatedly and continuously. In this study, the habit is intended as the students' habit in watching English movie in their daily activity wherever and whenever it is. A habit can be done at home, at the school, on the way and other places.

There were some factors that show someone's habit to do something, like watching English Movie. The factors of habit are frequency, repetition, automation. Someone's habit can grow up if someone conducts something in strength repetition, too long in interval of time, interest in action and the result of the actions pleasure.

## **2. Understanding Habit**

There are two perspectives on habit, coming from two different academic disciplines: Psychology and Sociology. In Psychology, habit appears as a psychological construct and a factor that influence behavior. In Sociology, habit appears as routine practices (Andrew Darnton 2007: 2).

### **a. Habit as Behavior**

Habit appears as a factor within behaviour, acting as a barrier or driver to determine behavioral outcomes. More precisely, habit is also identified interacting with other key factors such as attitudes, norms, and intentions. In habit as a factor in behavior, here are the key points:

- 1) Habits are not simply defined by their frequency; as well a frequency, the other aspect of habit involve automaticity (the absence of deliberation, or conscious thought), and a stable context (for a habit to be formed, the immediate environment in which the behavior occur needs to remain constant).
- 2) Habit Strength – the extent to which a behavior has become an established habit and is not driven by intentions – can be measured, using a set of survey questions which assess the frequency, automaticity and context stability of a behavior for a particular person at a given point in time. In turn, this

measure can suggest the type and force of intervention needed to break (or further embed) the habit.

#### **b. Habit as Practice**

This section looks at what practice theory has to say about habits, and explores the implications for practitioners. Instead of targeting individuals' motivation, practice theory calls for the rearranging of the elements that hold certain practices together. Practice theory (an emerging branch of sociology) holds that practices are made of three elements:

- 1) Materials (objects, hard infrastructure)
- 2) Competence (skills and know-how)
- 3) Image (meanings, ideas, interpretations)

From two perspectives on habit above, it can be synthesized that in psychology, habit is considered as a psychological construct that influences behavior. Key points in habit as behavior are, habit interacting with factors like attitude, norms, and intentions, involve frequency and automatically, and stable context. Furthermore, in sociology, habit is considered as a routine practice.

Different from a psychology perspective, the pressure point in sociology is not only relying on the individual behavior but also about the interaction between individuals and social world. Practice theory also presents three key elements that hold routine practice. Those three elements are materials (object, hard infrastructure), competence

(skills and know-how), and images (meanings, idea, and interpretations).

### **C. Habitual Learning**

In psychology, habituation is an example of non associative learning in which there is progressive diminution of behavioral response probability with repetition of a stimulus. It is another form of integration. An animal first responds to a stimulus, but if subsequent responses. Habituation has been shown in essentially very species of animals, including the large protozoan *stenter coeruleus* ([www.suite101.com](http://www.suite101.com)). Its including that habitual learning is the learning by using repetition in a way of learning. The learners do something continuously and repeatedly and this activity is used as a way in learning something to improve their achievement. In short, habitually learning by using habit. Some Indonesian students probably like to use their habits in watching movie to enrich their vocabulary, grammar, pronunciation, spelling, etc.

### **D. Vocabulary Mastery**

#### **1. Definition of Vocabulary**

Vocabulary is one of the elements of developing skills, so people who want to master those language skills; they have to master the vocabulary of English first. According to Anthony (1978, p.5), if the mastery of words or vocabulary much, they can help students in increasing their speaking, listening, writing, and reading ability.

According to Richards (2002, p.4), vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.

Alqahtani (2015, p.25) state that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. According to Schmitt (2002, p.231) vocabulary as a basis of a language: it is very important to be mastered first, people cannot speak well and understand written materials if they do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

## **2. Definition of Vocabulary Mastery**

According to Hornby (1995, p.721), defines mastery as a complete knowledge, or complete skills. Vocabulary mastery refers to the great skill in possessing words of language.

Further Krashen et al (1995, p.55) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly in the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance.

Cameron (2001, p.74) stated that learning word is not something that is done and finished yet. To master vocabulary is to learn new



words, meaning, to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they directly improve their knowledge about the words.

Based on explanation above, the researcher concluded mastering vocabulary is one of the learners' needs in order to understand the language. In English teaching learning process, mastering vocabulary well can help the students to understand the lesson.

### 3. Levels of Vocabulary

Thornbury (2002, p.59), classify the scale of the words level as follow:

**Table 2.1 the scale of the words level**

<b>Level</b>	<b>Words</b>
Easy stars	200 words
Level one beginner	300 words
Level two elementary	600 words
Level three Pre-Intermediate	1200 words
Level four Intermediate	1700 words

Level five Upper-Intermediate	2300 words
Level six Advanced	3000 words

#### 4. Learning Vocabulary

It is important to know about learner's strategies. Brown and Payne as quoted by Budi, mention five essential steps in vocabulary learning that represent what learners must do. The five steps are:

- a. Having sources for encountering new words
- b. Getting a clear image, either visual or auditory or both, for the forms of the new words
- c. Learning the meaning of the words
- d. Making a strong memory connection between the forms and meanings of the words
- e. Using the words

#### 5. The Importance of Learning Vocabulary

The importance of vocabulary is demonstrated daily in and out the school. Vocabulary must be mastered and enriched to gain a higher level of proficiency. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication (Nunan, 1999, p.117).

According to Thornbury (2002, p.13), also show the importance of vocabulary in language learning. “If you spend most of your time studying grammar, your English will not improve much. You will see most improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words”.

#### **E. The Movie or Film**

Literature is a means of social expression, a mirror of life, and interpretation of human experiences that help us understand how to live. Literature can be divided into two major categories, they are fiction and non-fiction. According to Hornby, film is a story, recorded as a set of moving pictures to be shown on television or at the cinema (Hornby, 1995:34). Movie is called film or motion picture is a story conveyed with moving images. It is produced by recording photographic images with cameras creating images using animation techniques or visual effect. Movie records physical reality but sees it differently from ordinary human experiences.

Some film have become popular worldwide attractions by using dubbing or subtitling that translate the dialogue into the language of viewer. A recording of moving images that tells a story and that people watch on a screen or television. Movies, also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn). So if the learners like watching movies, especially English movies, why they not try to

watch movie in English? The learners can have fun and at the same time learn a lot of English. Movie is not only used for entertainment purposes but also education. It can be an effective median in teaching learning process because it stimulates students both receptive skill and productive skills. Movie can present information, explain the process and complex concepts, teach skill and influence attitude.

a. The functions of film

1) As entertainment

Film is popular for human being as entertainment. Many people prefer watching film to relieve their stress.

2) As education

Movie can be used to support in education. As media audiovisual, movie can help the students to accept their material in school or campus. By watching English movie students able to learning language, able to improve knowledge, rich the information, etc.

3) As information

Movie give the useful information for people. It also gives the information to other country about cultures, politics, socials, economic, governments, history, etc (<http://www.twyman-whitney/film/functions.com>).

b. Genres of Film

- 1) Action film is a film genre in which one or more heroes are thrust into a series of challenges that require physical feats, extended fights and frenetic chases.
- 2) Comedy film is a genre of film in which the main emphasis is on humour. These films are designed to elicit laughter from the audience.
- 3) Drama is a film genre that depends mostly on in-depth development of realistic characters dealing with emotional themes.
- 4) Horror film is a film genre seeking to elicit a negative emotional reaction from viewers by playing on the audience's primal fears.
- 5) Musical film is a film genre in which songs sung by the characters are interwoven into the narrative, sometimes accompanied by dancing.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses about the research method in the present study. It consisted of research design, population and sample, variable of the study, population and sample, research instruments, data collection procedures and data analysis procedures.

#### **A. Research Design**

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2008:163). This study was quantitative approach. Donald Ary state that quantitative research inquiry employing operational definition to generate numeric data to answer predetermined hypothesis or questions.

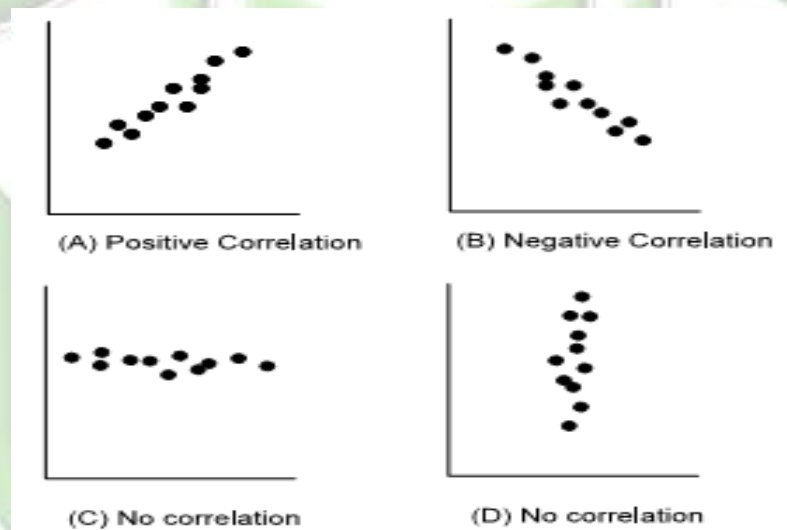
Correlation research is by nature quantitative that is constructs are measured using technique the yield numerical results. These numbers, which are assumed to represent the construct, are then analyzed.

This research focused on students' habit in watching English movies and students' vocabulary mastery. This research is a quantitative approach with correlation method. Correlation or correlation research is a study to determine the relationship and the level of the relationship between two or more variables without any attempt to influence the variable. So there is no variable manipulation (fraenkel and wallen, 2008: 328). Correlation method is most appropriate for this study, because it uses two variables to find out the



relationship between students' habit in watching English movies and students' vocabulary mastery and show if they have any positive or negative relationship and examining hypothesis.

The researcher used theory according Ary et al (2010, p.132) stated that a scatter plot illustrates the direction of the relationship between the variables. A scatter plot with dots going from lower left to upper right indicate a positive correlation and one with dots going from upper left to lower right indicates a negative correlation. The figure of scatter plot presented in figure 3.1.



**Figure 3.1 The Scatterplots**

Ary et al ( 2010,p.349 ) stated that Correlational research assessed the relationships among two or more variables in a single group. The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative

correlation and (+) showing positive correlation. There were two possible results of a correlation study :

1. Positive correlation : Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicate a strong positive correlation.
2. Negative correlation : Indicated that as amount of one variable increases, the other decreases. A correlation coefficient close to -1.00 indicate a strong negative correlation .

## **B. Population and Sample**

### **1. Population**

The population is all individuals from whom the data are collected. The population of this research Students of Five Semester of English Education Study Program in IAIN Palangka Raya. A Population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population. (Hanlon & Larget, 2011).

### **2. Sample**

To determine the sample to be used in this research there was various sampling techniques that used. In this study, researchers used cluster sampling techniques.

Cluster sampling technique is a technique used to determine the sample if the object to be studied is not based on individuals, but rather based on groups. In determining the type of cluster or group

must be carefully consider what the features are Suharsimi (2006,p.185).

Sampling involves asking a portion of the potential population instead of the total population and seeks to create a sample that is representative of the total population . Sample is the small group that is observed.A Sample is a subset of the individuals in a population; there is typically data available for individuals in samples (Hanlon & Larget, 2011).

According to Arikunto (2006, p. 134), if the subject is less than 100, better taken all of the population on the research is the study of population. This study sample will take as all of students English Education Study Program. Then the sample will consist of 60 students.

### **C. Variable of The Study**

A variable is a construct or a characteristic that can take on different values or scores. Researchers study variables and the relationship that exist among variables (Ary et.al, 2006: 37).

In this research there are two continuous variables : habit watching English movie and vocabulary mastery. When an attribute has an infinite number of values within a range, it is a continuous variable (Ary, 2010, p.37).

### **D. Research Instrument**

This section describes research instruments for collecting data. This includes the development of research instruments, the validity and reliability of the instrument.

## **1. Research Instrument Development**

### **a. Questionnaire**

Questionnaire in this research is question or statements about the interest of students watching movie habit to find out information about how far their watching movie interest. Questionnaire is commonly used as a research method chosen to collect the data (BASTIAN, 2013). The questionnaire consisted two sections. The first section aimed to collect the respondents' background such as gender, age, length of exposure, preferred genres, and preferred media in watching. The second section was the main questionnaire that aimed to measure the respondents' habit in watching English movie.

In this study, the questionnaire will adoption related to previous study by Aulia Rachmawati from a study entitled *The Relationship Between Students' Habit in Watching English Movie And Their Listening Achievement on Fourth Semester Students of Department of English Education of Syarif Hidayatullah State Islamic University*

Jakartawhich is close-ended question. Which are the contents have indicators that match what will study.

The questionnaire consists of 35 questions/statements with 5 options each. The statements are expressed either a positive/favorable or a negative/unfavorable attitude. The scoring of this questionnaire uses Likert Scale (Zoltan Dorney 2003, p. 6), which is a technique of the rating scale. It is requiring the respondents to make a response of a variety of categorizing into a scale.

For more details, the scale of movie watching activity questionnaire is presented in the following table:

**Table 3.1**

**Likert Scale for Movie Watching Activity**

<b>Positive</b>	<b>Points</b>	<b>Negative</b>	<b>Points</b>
<i>Selalu (Always)</i>	5	<i>TidakPernah (Never)</i>	5
<i>Sering (Often)</i>	4	<i>Jarang (Seldom)</i>	4
<i>Kadang-kadang (Sometimes)</i>	3	<i>Kadang-kadang (Sometimes)</i>	3
<i>Jarang (Seldom)</i>	2	<i>Sering (Often)</i>	2
<i>TidakPernah (Never)</i>	1	<i>Selalu (Always)</i>	1

The indicators of questionnaire is taken from Andrew Darnton (2007, p. 10) theory about understanding habit, that is “Habit appears as a factor that influence behavior and routine practice”. The indicator is described in the table below:

**Table 3.2**  
**Indicator of Questionnaire**

Variable (x)	Indicators	Kind of Statement		Totals
		Positive	Negative	
Habit in watching English movie	a. Habit as behavior			
	1. Attitude	11,12,13,14,5,16	10	7
	2. Frequency	1,2,3		3
	3. Automaticity	17,18,20,21	19	5
	a. Habit as practice			
	1. Materials (objects, hard	4,7	5,6,9	6



	infrastructure)			
	2. Competence (skill and know-how)	22,23,24,26,27,29	25,28	<b>8</b>
	3. Image (meanings, ideas, interpretation)	30,32,33,34,35	31	<b>6</b>
<b>Total number of Questionnaire</b>				<b>35</b>

#### **b. Test**

Test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability or aptitude of the individual or group. There are several kinds of test instruments in data collection, include: personality tests, aptitude tests, achievement tests, intelligence tests, and test attitude. In this study, the achievement test is used to measure student's vocabulary mastery. This test is in the form of multiple choice tests that consist of alternative answers.

## **2. Instrument Validity**

Dona M. Johnson says that, "a measure is valid if it measures what it is intended to measure". Every test, whether it is a short, informal classroom test or a public examination, should be a valid the constructor can make it. The test must aim to provide a true measure of a particular skill that it is intended to measure, to the extent that it measures external knowledge and other skills at the same time, it was not be a valid test. Validity on this study was distinguished into some kinds as follows:

1. Face Validity

The type of face validity, if the test items look right to other testers, teachers, indicators, and test. The face validity of the test items is that this questionnaire used measure the students' habit in listening to English movies.

2. Content Validity

Content validity is obviously related to theoretical knowledge of the area, but can be improved by asking experts and respondents about their views on the content of the instrument . that instruments can also theoretically be expected to predict or be related to other measures.

3. Construct Validity

Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring.

In measuring the instrument validity of the questionnaire, the writer used the formula of Product Moment by Person as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

$r_{xy}$  : Correlation coefficient

X : The value of variable X

Y : The value of variable Y

N : Number of subjects

$\Sigma$  : Number of values

**Table 3.4 Coefficient correlation interpretation**

Score	Category
0.800-1.000	Very High Validity
0.600-0.799	High Validity
0.400-0.599	Fair Validity
0.200-0.399	Poor Validity
0.000-0.199	Very Poor Validity

### 3. Instrument Reliability

The reliability of a measure refers to the accuracy or consistency of measurement. To know the reability of the

questionnaire, the writer used Spearman Brown formula, as follow:

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

Where :

$r_{11}$  : Instruments Reability

$r_b$  : Coefficient Correlation

after getting the instrument reability of the questionnaire, than the value of reability test compared with

$r_{table}$ .

$r_{11} > r_{table} = \text{Reliable}$

$r_{11} < r_{table} = \text{Unreliable}$

#### **E. Data Collection Procedure**

Before collecting data, researchers need to get student numbers and contact them first. filling out the questionnaire and vocabulary test using google form. After that the researcher distributed the Google Form link to each student and was given two weeks to complete the questionnaire and vocabulary test. The researcher checked the students answer and gave the score. The researcher analyzed the data obtained the scores of reading habitsquestionnaire and the vocabulary mastery the data by SPSS 22.0 Program.

#### **F. Data Analysis Procedure**

In analyzing the data, the researcher used quantitative approach by scoring the respondents' questionnaire then distributed it into grouped distribution table. After the scores from questionnaire and the scores from the vocabulary test were obtained, the researcher used Product Moment Correlation statistical procedure.

### **1. Testing Normality**

Normality testing used in this research is using Kolmogorov Smirnov testing. It was conducted to know whether the data was a normal distribution or not.

### **2. Testing Homogeneity**

Homogeneity test was used in this research is using Levene statistic. It was aimed to know whether the samples that used in the research were homogenous or not.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

#### A. Data Presentation

##### 1. The Result of Questionnaire watching English movies

The researcher presented the data presentation of questionnaire watching English movies by showing the frequency and percentage based on the options of each items of questionnaire, it can be seen in the tables below:

**TABLE 4.1**

**Item 1**

*Seberapa sering anda menonton film berbahasa Inggris?*

Number	Classification	Frequency	Percent
1	Never	-	-
2	Seldom	2	3.3
3	Sometimes	29	48.3
4	Often	19	31.7
5	Always	10	16.7
Total		60	100.0

They were 10 students (16.7%) stated Always, 19 students (31.7%) stated Often, 29 students (48.3%) stated Sometimes, and 2 students



(3.3%) stated Seldom. It indicates that sometimes students often watching English movies.

**TABLE 4.2**

**Item 2**

*Saya menonton film berbahasa Inggris kapanpun dan di manapun saat ada waktu luang.*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	17	28.3
3	Sometimes	21	35.0
4	Often	11	18.3
5	Always	10	16.7
Total		60	100.0

They were 10 students (16.7%) stated Always, 11 students (18.3%) stated Often, 21 students (35.0%) stated Sometimes, 17 students (28.3%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that sometimes students watching English movies whenever and wherever they have free time.

**TABLE 4.3**

**Item 3**

*Berapa jumlah film berbahasa Inggris yang anda tonton tiap bulan?*

Number	Classification	Frequency	Percent
1	Never	3	5.0
2	Seldom	12	20.0
3	Sometimes	22	36.7
4	Often	15	25.0
5	Always	8	13.3

Total		60	100.0
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They were 8 students (13.3%) stated Always (>10 film), 15 students (25.0%) stated Often (8-10 film), 22 students (36.7%) stated Sometimes (5-7 film), 12 students (20.0%) stated Seldom (2-4 film), and 3 students (5.0%) stated Never ( $\leq 1$  film). It indicates that sometimes students watching 5-7 movies in English every month.

**TABLE 4.4**

**Item 4**

*Saya menonton film berbahasa Inggris dengan laptop atau handphone agar bisa menonton dimana saja.*

Number	Classification	Frequency	Percent
1	Never	2	3.3
2	Seldom	2	3.3
3	Sometimes	12	20.0
4	Often	19	31.7
5	Always	25	41.7
Total		60	100.0

They were 25 students (41.7%) stated Always, 19 students (31.7%) stated Often, 12 students (20.0%) stated Sometimes, 2 students (3.3%) stated Seldom, and 2 students (3.3%) stated Never. It indicates that always students watching English movies using a laptop or handphone so they can watching anywhere.

**TABLE 4.5**

**Item 5**

*Saya menonton film berbahasa Inggris dengan volume speaker yang kencang.*

Number	Classification	Frequency	Percent
1	Never	3	5.0
2	Seldom	6	10.0
3	Sometimes	26	43.3
4	Often	16	26.7
5	Always	9	15.0
Total		60	100.0

They were 9 students (15.0%) stated Always, 16 students (26.7%) stated Often, 26 students (43.3%) stated Sometimes, 6 students (10.0%) stated Seldom, and 3 students (5.0%) stated Never. It indicates that sometimes students watching English movies with loud speaker volume.

**TABLE 4.6**

**Item 6**

*Saya menonton film berbahasa Inggris dengan menggunakan headset agar suara terdengar lebih jelas.*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	7	11.7
3	Sometimes	16	26.7
4	Often	19	31.7
5	Always	17	28.3
Total		60	100.0

They were 17 students (28.3%) stated Always, 19 students (31.7%) stated Often, 16 students (26.7%) stated Sometimes, 7 students (11.7%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that often

students watching English movies using a headset so that the voice sounds clearer.

**TABLE 4.7**

**Item 7**

*Saya menonton film berbahasa Inggris tanpamenggunakan subtitle.*

Number	Classification	Frequency	Percent
1	Never	10	16.7
2	Seldom	13	21.7
3	Sometimes	27	45.0
4	Often	9	15.0
5	Always	1	1.7
Total		60	100.0

They were 1 student (1.7%) stated Always, 9 students (15.0%) stated Often, 27 students (45.0%) stated Sometimes, 13 students (21.7%) stated Seldom, and 10 students (16.7%) stated Never. It indicates that often students watching English movies without using subtitles.

**TABLE 4.8**

**Item 8**

*Saya menonton film berbahasa Inggris denganmenggunakan subtitle bahasa Inggris.*

Number	Classification	Frequency	Percent
1	Never	6	10.0
2	Seldom	5	8.3
3	Sometimes	21	35.0
4	Often	17	28.3
5	Always	11	18.3

Total		60	100.0
-------	--	----	-------

They were 11 student (18.3%) stated Always, 17 students (28.3%) stated Often, 21 students (35.0%) stated Sometimes, 5 students (8.3%) stated Seldom, and 6 students (10.0%) stated Never. It indicates that sometimes students watching English movies using English subtitles.

**TABLE 4.9**

**Item 9**

*Saya menonton film berbahasa Inggris dengan menggunakan subtitle bahasa Indonesia*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	5	8.3
3	Sometimes	19	31.7
4	Often	15	25.0
5	Always	20	33.3
Total		60	100.0

They were 20 students (33.3%) stated Always, 15 students (25.0%) stated Often, 19 students (31.7%) stated Sometimes, 5 students (8.3%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that always students watching English movies using Indonesian subtitles.

**TABLE 4.10**

**Item 10**

*Saya merasa tidak nyaman saat menonton film berbahasa Inggris.*

Number	Classification	Frequency	Percent
--------	----------------	-----------	---------

1	Never	39	65.0
2	Seldom	12	20.0
3	Sometimes	6	10.0
4	Often	2	3.3
5	Always	1	1.7
Total		60	100.0

They were 1 student (1.7%) stated Always, 2 students (3.3%) stated Often, 6 students (10.0%) stated Sometimes, 12 students (20.0%) stated Seldom, and 39 students (65.0%) stated Never. It indicates that never students uncomfortable when watching English movies.

**TABLE 4.11**

**Item 11**

*Menonton film berbahasa Inggris menambah kemampuan bahasa Inggris saya.*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	1	1.7
3	Sometimes	6	10.0
4	Often	21	35.0
5	Always	31	51.7
Total		60	100.0

They were 31 students (51.7%) stated Always, 21 students (35.0%) stated Often, 6 students (10.0%) stated Sometimes, 1 student (1.7%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that always students watching english movies because it increases their English skills.



**TABLE 4.12****Item 12**

*Saya mengetahui berbagai budaya Inggris karena menonton film berbahasa Inggris*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	1	1.7
3	Sometimes	15	25.0
4	Often	22	36.7
5	Always	21	35.0
Total		60	100.0

They were 21 students (35.0%) stated Always, 22 students (36.7%) stated Often, 15 students (25.0%) stated Sometimes, 1 student (1.7%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that often students know various British cultures because of watching English movies.

**TABLE 4.13****Item 13**

*Saya merasa menonton film berbahasa Inggris meningkatkan kemampuan menyimak/Listening saya*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	2	3.3
3	Sometimes	8	13.3
4	Often	22	36.7
5	Always	27	45.0
Total		60	100.0

They were 27 students (45.0%) stated Always, 22 students (36.7%) stated Often, 8 students (13.3%) stated Sometimes, 2 students (1.7%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that always students feel that watching english movies improves their listening skills.

**TABLE 4.14**

**Item 14**

*Menonton film berbahasa Inggris memberikan pengaruh positif pada saya*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	1	1.7
3	Sometimes	10	16.7
4	Often	28	46.7
5	Always	20	33.3
Total		60	100.0

They were 20 students (33.3%) stated Always, 28 students (46.7%) stated Often, 10 students (16.7%) stated Sometimes, 1 student (1.7%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that often students watching english movies improves because it has a positive influence on them.

**TABLE 4.15**

**Item 15**

*Menonton film berbahasa Inggris membuat saya senang dan terhibur*

Number	Classification	Frequency	Percent
1	Never	1	1.7

2	Seldom	-	-
3	Sometimes	10	16.7
4	Often	25	41.7
5	Always	24	40.0
Total		60	100.0

They were 24 students (40.0%) stated Always, 25 students (41.7%) stated Often, 10 students (16.7%) stated Sometimes, and 1 student (1.7%) stated Never. It indicates that often students watching english movies to make them feel happy and entertained.

**TABLE 4.16**

**Item 16**

*Film berbahasa Inggris yang saya tonton memberikan motivasi dan inspirasi bagi saya*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	-	-
3	Sometimes	13	21.7
4	Often	30	50.0
5	Always	16	26.7
Total		60	100.0

They were 16 students (26.7%) stated Always, 30 students (50.0%) stated Often, 13 students (21.7%) stated Sometimes, and 1 student (1.7%) stated Never. It indicates that often students watching English movies because it can provide motivation and inspiration for them.

**TABLE 4.17**

**Item 17**

***Dengan menonton film berbahasa Inggris, saya menjadi lebih familiar dengan kata-kata dalam bahasa Inggris.***

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	-	-
3	Sometimes	6	10.0
4	Often	24	40.0
5	Always	29	48.3
Total		60	100.0

They were 29 students (48.3%) stated Always, 24 students (40.0%) stated Often, 6 students (10.0%) stated Sometimes, and 1 student (1.7%) stated Never. It indicates that always students watching english movies to make them more familiar with English words.

**TABLE 4.18**

**Item 18**

***Menonton film membuat saya familiar dengan berbagai ungkapan dalam bahasa Inggris.***

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	-	-
3	Sometimes	13	21.7
4	Often	18	30.0
5	Always	28	46.7
Total		60	100.0

They were 28 students (46.7%) stated Always, 18 students (30.0%) stated Often, 13 students (21.7%) stated Sometimes, and 1 student

(1.7%) stated Never. It indicates that always students watching english movies to make them familiar with various expressions in English.

**TABLE 4.19**

**Item 19**

*Saya suka mengulang bagian film berbahasa Inggris yang saya tonton saat saya tidak mendengar dengan jelas apa yang dikatakan aktor/aktris tersebut.*

Number	Classification	Frequency	Percent
1	Never	2	3.3
2	Seldom	7	11.7
3	Sometimes	13	21.7
4	Often	21	35.0
5	Always	17	28.3
Total		60	100.0

They were 17 students (28.3%) stated Always, 21 students (35.0%) stated Often, 13 students (21.7%) stated Sometimes, 7 students (11.7%) stated Seldom, and 2 students (3.3%) stated Never. It indicates that often students repeat parts of the English movie they watched when they did not hear clearly what the actor was saying.

**TABLE 4.20**

**Item 20**

*Ketika familiar dengan suatu ungkapan dalam sebuah film, saya tidak mendapat kesulitan untuk mengenalinya lagi walaupun dalam film yang berbeda*

Number	Classification	Frequency	Percent
1	Never	-	-
2	Seldom	2	3.3
3	Sometimes	21	35.0
4	Often	25	41.7

5	Always	12	20.0
Total		60	100.0

They were 12 students (20.0%) stated Always, 25 students (41.7%) stated Often, 21 students (35.0%) stated Sometimes, and 2 students (3.3%) stated Seldom. It indicates that often students are familiar with phrases in an English language movie so that they do not have trouble recognizing them again even though they are in different movies.

**TABLE 4.21**

**Item 21**

*Jika mendapatkan ungkapan baru saat menonton film berbahasa Inggris, sayalangsung menggunakannya dalam kehidupan sehari-hari*

Number	Classification	Frequency	Percent
1	Never	3	5.0
2	Seldom	8	13.3
3	Sometimes	35	58.3
4	Often	9	15.0
5	Always	5	8.3
Total		60	100.0

They were 5 students (8.3%) stated Always, 9 students (15.0%) stated Often, 35 students (58.3%) stated Sometimes, 8 students (13.3%) stated Seldom, and 3 students (5.0%) stated Never. It indicates that sometimes students get a new expression while watching English movies, and they immediately use it in their daily life.

**TABLE 4.22**

**Item 22**



***Saya dapat membedakan intonasi dan pengucapan kata yang benar dari menonton film berbahasa Inggris***

Number	Classification	Frequency	Percent
1	Never	3	5.0
2	Seldom	4	6.7
3	Sometimes	22	36.7
4	Often	19	31.7
5	Always	12	20.0
Total		60	100.0

They were 12 students (20.0%) stated Always, 19 students (31.7%) stated Often, 22 students (36.7%) stated Sometimes, 4 students (6.7%) stated Seldom, and 3 students (5.0%) stated Never. It indicates that sometimes students can distinguish the intonation and correct pronunciation of words from watching English movies.

**TABLE 4.23**

**Item 23**

***Saya dapat menirukan apa yang diucapkan para aktor dan aktris dalam film yang saya tonton***

Number	Classification	Frequency	Percent
1	Never	2	3.3
2	Seldom	5	8.3
3	Sometimes	31	51.7
4	Often	13	21.7
5	Always	9	15.0
Total		60	100.0

They were 9 students (15.0%) stated Always, 13 students (21.7%) stated Often, 31 students (51.7%) stated Sometimes, 5 students (8.3%) stated Seldom, and 2 students (3.3%) stated Never. It indicates that sometimes students can imitate what the actors and actresses say in the movie they watch.

**TABLE 4.24**

**Item 24**

*Saya bisa mengerti jalan cerita dalam film berbahasa Inggris yang saya tonton.*

Number	Classification	Frequency	Percent
1	Never	-	-
2	Seldom	1	1.7
3	Sometimes	12	20.0
4	Often	24	40.0
5	Always	23	38.3
Total		100.0	100.0

They were 23 students (38.3%) stated Always, 24 students (40.0%) stated Often, 12 students (20.0%) stated Sometimes, 1 student (1.7%) stated Seldom. It indicates that often students understand the storyline in the English movie.

**TABLE 4.25**

**Item 25**

*Walaupun sering menonton film berbahasa Inggris, saya tidak bisa mengucapkan dengan jelas kata yang ada di dalam film*

Number	Classification	Frequency	Percent
1	Never	3	5.0
2	Seldom	19	31.7

3	Sometimes	27	45.0
4	Often	8	13.3
5	Always	3	5.0
Total		60	100.0

They were 3 students (5.0%) stated Always, 8 students (13.3%) stated Often, 27 students (45.0%) stated Sometimes, 19 students (31.7%) stated Seldom, and 3 students (5.0%) stated Never. It indicates that sometimes students even though they often watching English movies, they can not clearly pronounce the words in the movie.

**TABLE 4.26**

**Item 26**

*Dalam film berbahasa Inggris, sayamengetahui bagaimana suatu ungkapan dipakaisesuai dengan konteksnya.*

Number	Classification	Frequency	Percent
1	Never	-	-
2	Seldom	6	10.0
3	Sometimes	20	33.3
4	Often	25	41.7
5	Always	9	15.0
Total		60	100.0

They were 9 students (15.0%) stated Always, 25 students (41.7%) stated Often, 20 students (33.3%) stated Sometimes, 6 students (10.0%) stated Seldom. It indicates that often students know how an expression is used in accordance with the context in an English movie.

**TABLE 4.27**

**Item 27**

***Saya bisa menceritakan kembali jalan ceritadalam film berbahasa Inggris yang saya tonton***

Number	Classification	Frequency	Percent
1	Never	2	3.3
2	Seldom	4	6.7
3	Sometimes	22	36.7
4	Often	25	41.7
5	Always	7	11.7
Total		60	100.0

They were 7 students (11.7%) stated Always, 25 students (41.7%) stated Often, 22 students (36.7%) stated Sometimes, 4 students (6.7%) stated Seldom, and 2 students (3.3%) stated Never. It indicates that often students can retell the storyline in watching English movies.

**TABLE 4.28**

**Item 28**

***Saya merasa tidak ada ungkapan dalam filmberbahasa Inggris yang dapat saya pakai dalamkehidupan sehari-hari.***

Number	Classification	Frequency	Percent
1	Never	18	30.0
2	Seldom	16	26.7
3	Sometimes	16	26.7
4	Often	7	11.7
5	Always	3	5.0
Total		60	100.0

They were 3 students (5.0%) stated Always, 7 students (11.7%) stated Often, 16 students (26.7%) stated Sometimes, 16 students

(26.7%) stated Seldom, and 18 students (30.0%) stated Never. It indicates that students feel that there is never a phrase in English language movie that they can use in their daily life.

**TABLE 4.29**

**Item 29**

*Saya dapat mengerti kalimat-kalimat yang diucapkan oleh para aktor dan aktris di film berbahasa Inggris yang saya tonton.*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	1	1.7
3	Sometimes	23	38.3
4	Often	27	45.0
5	Always	8	13.3
Total		60	100.0

They were 8 students (13.3%) stated Always, 27 students (45.0%) stated Often, 23 students (38.3%) stated Sometimes, 1 student (1.7%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that often students can understand sentences spoken by actors and actresses while watching English movies.

**TABLE 4.30**

**Item 30**

*Saya banyak belajar tentang bahasa Inggris dengan menonton film berbahasa Inggris.*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	2	3.3

3	Sometimes	8	13.3
4	Often	29	48.3
5	Always	20	33.3
Total		60	100.0

They were 20 students (33.3%) stated Always, 29 students (48.3%) stated Often, 8 students (13.3%) stated Sometimes, 2 students (3.3%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that often students learn a lot about English while watching English movies.

**TABLE 4.31**

**Item 31**

*Saya tidak dapat menemukan nilai-nilai moralyang terkandung dalam film yang saya tonton*

Number	Classification	Frequency	Percent
1	Never	23	38.3
2	Seldom	20	33.3
3	Sometimes	10	16.7
4	Often	6	10.0
5	Always	1	1.7
Total		60	100.0

They were 1 student (1.7%) stated Always, 6 students (10.0%) stated Often, 10 students (16.7%) stated Sometimes, 20 students (33.3%) stated Seldom, and 23 students (38.3%) stated Never. It indicates that students can never find the moral values contained in English movie.

**TABLE 4.32****Item 32**

*Saya mendapatkan kosakata baru saat menonton film berbahasa Inggris.*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	1	1.7
3	Sometimes	8	13.3
4	Often	22	36.7
5	Always	28	46.7
Total		60	100.0

They were 28 students (46.7%) stated Always, 22 students (36.7%) stated Often, 8 students (13.3%) stated Sometimes, 1 student (1.7%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that always students get new vocabulary when watching English movies.

**TABLE 4.33****Item 33**

*Saya dapat menemukan berbagai slang language (Bahasa gaul) di film berbahasa Inggris yang saya tonton*

Number	Classification	Frequency	Percent
1	Never	2	3.3
2	Seldom	2	3.3
3	Sometimes	11	18.3
4	Often	22	36.7
5	Always	23	38.3
Total		60	100.0

They were 23 students (38.3%) stated Always, 22 students (36.7%) stated Often, 11 students (18.3%) stated Sometimes, 2 students (3.3%)



stated Seldom, and 2 students (3.3%) stated Never. It indicates that always students find various slang languages in English language movies.

**TABLE 4.34**

**Item 34**

*Saya dapat mengerti emosi para aktor dan aktris saat melihat ekspresi mereka di layar film.*

Number	Classification	Frequency	Percent
1	Never	1	1.7
2	Seldom	1	1.7
3	Sometimes	9	15.0
4	Often	23	38.3
5	Always	26	43.3
Total		60	100.0

They were 26 students (43.3%) stated Always, 23 students (38.3%) stated Often, 9 students (15.0%) stated Sometimes, 1 student (1.7%) stated Seldom, and 1 student (1.7%) stated Never. It indicates that always students understand the emotions of actors and actresses when they see their expressions on movie screens.

**TABLE 4.35**

**Item 35**

*Dari film berbahasa Inggris yang saya tonton, saya dapat menggunakan bahasa formal atau tidak formal sesuai dengan siapa saya berbicara.*

Number	Classification	Frequency	Percent
1	Never	2	3.3
2	Seldom	3	5.0

3	Sometimes	24	40.0
4	Often	21	35.0
5	Always	10	16.7
Total		60	100.0

They were 10 students (16.7%) stated Always, 21 students (35.0%) stated Often, 24 students (40.0%) stated Sometimes, 3 students (31.7%) stated Seldom, and 2 students (3.3%) stated Never. It indicates that sometimes students can use formal or informal language according to who is speaking in the English movie.

**Table 4.36**  
**Students' habit watching English movies**

No	Options									
	Never		Seldom		Sometime		Often		Always	
	F	P	F	P	F	P	F	P	F	P
1.	-	-	2	3.3%	29	48.3%	19	31.7%	10	16.7%
2.	1	1.7%	17	28.3%	21	35.0%	11	18.3%	10	16.7%
3.	3	5.0%	12	20.0%	22	36.7%	15	25.0%	10	16.7%
4.	2	3.3%	2	3.3%	12	20.0%	19	31.7%	25	41.7%
5.	3	5.0%	6	10.0%	26	43.3%	16	26.7%	9	15.0%
6.	1	1.7%	7	11.7%	16	26.7%	19	31.7%	17	28.3%
7.	10	16.7%	13	21.7%	27	45.0%	9	15.0%	1	1.7%
8.	6	10.0%	5	8.3%	21	35.0%	17	28.3%	11	18.3%
9.	1	1.7%	5	8.3%	19	31.7%	15	25.0%	20	33.3%
10.	39	65.0%	12	20.0%	6	10.0%	2	3.3%	1	1.7%
11.	1	1.7%	1	1.7%	6	10.0%	21	35.0%	31	51.7%
12.	1	1.7%	1	1.7%	15	25.0%	22	36.7%	21	35.0%
13.	1	1.7%	2	3.3%	8	13.3%	22	36.7%	27	45.0%
14.	1	1.7%	1	1.7%	10	16.7%	28	46.7%	20	33.3%

15.	1	1.7%	-	-	10	16.7%	25	41.7%	24	40.0%
16.	1	1.7%	-	-	13	21.7%	30	50.0%	16	26.7%
17.	1	1.7%	-	-	6	10.0%	24	40.0%	29	48.3%
18.	1	1.7%	-	-	13	21.7%	18	30.0%	28	46.7%
19.	2	3.3%	7	11.7%	13	21.7%	21	35.0%	17	28.3%
20.	-	-	2	3.3%	21	35.0%	25	41.7%	12	20.0%
21.	3	5.0%	8	13.3%	35	58.3%	9	15.0%	5	8.3%
22.	3	5.0%	4	6.7%	22	36.7%	19	31.7%	12	20.0%
23.	2	3.3%	5	8.3%	31	51.7%	13	21.7%	9	15.0%
24.	-	-	1	1.7%	12	20.0%	24	40.0%	23	38.3%
25.	3	5.0%	19	31.7%	27	45.0%	8	13.3%	3	5.0%
26.	-	-	6	10.0%	20	33.3%	25	41.7%	9	15.0%
27.	2	3.3%	4	6.7%	22	36.7%	25	41.7%	7	11.7%
28.	18	30.0%	16	26.7%	16	26.7%	7	11.7%	3	5.0%
29.	1	1.7%	1	1.7%	23	38.3%	27	45.0%	8	13.3%
30.	1	1.7%	2	3.3%	8	13.3%	29	48.3%	20	33.3%
31.	23	38.3%	20	33.3%	10	16.7%	6	10.0%	1	1.7%
32.	1	1.7%	1	1.7%	8	13.3%	22	36.7%	28	46.7%
33.	2	3.3%	2	3.3%	11	18.3%	22	36.7%	23	38.3%
34.	1	1.7%	1	1.7%	9	15.0%	23	38.3%	26	43.3%
35.	2	3.3%	3	5.0%	24	40.0%	21	35.0%	10	16.7%
<b>Total Score</b>	<b>138</b>		<b>188</b>		<b>592</b>		<b>658</b>		<b>526</b>	

Based on the table above it described that “always” has 526 frequencies. The option “often” has 658 frequencies. The option “sometimes” has 592 frequencies. The option “seldom” has 188 frequencies and that option “never” has 138 frequencies.

## 2. The Result of Vocabulary Mastery Test

After the vocabulary size answer sheets were collected, it gave the scores to the students' answer. The following table shows about the vocabulary mastery test scores.

**Table 4.37**  
**The Result of Vocabulary Mastery Test Score**

CODE	VOCABULARY MASTERY (Y)	Y <sup>2</sup>
A1	16	256
A2	54	2916
A3	92	8464
A4	96	9216
A5	26	676
A6	54	2916
A7	84	7056
A8	94	8836
A9	36	1296
A10	76	5776
A11	86	7396
A12	78	6084
A13	66	4356
A14	60	3600
A15	98	9604
A16	66	4356
A17	88	7744
A18	60	3600
A19	50	2500
A20	94	8836
A21	96	9216

A22	72	5184
A23	78	6084
A24	86	7396
A25	90	8100
A26	86	7396
A27	50	2500
A28	84	7056
A29	52	2704
A30	86	7396
A31	92	8464
A32	88	7744
A33	100	10000
A34	72	5184
A35	94	8836
A36	100	10000
A37	94	8836
A38	96	9216
A39	90	8100
A40	58	3364
A41	70	4900
A42	88	7744
A43	60	3600
A44	54	2916
A45	68	4624
A46	60	3600
A47	96	9216
A48	82	6724
A49	96	9216
A50	84	7056
A51	92	8464

A52	64	4096
A53	22	484
A54	50	2500
A55	52	2704
A56	90	8100
A57	92	8464
A58	88	7744
A59	90	8100
A60	72	5184
<b>Sum</b>	4508	363696
<b>Lowest Score</b>	16	
<b>Highest Score</b>	100	
<b>Mean</b>	75.1	
<b>Standard Deviation</b>	20.58	

Based on the calculation variable Y was found  $\sum Y = 4508$  and  $\sum Y^2 = 363696$ . Based on the data above, it is known that the highest score was 100 and the lowest score was 16. The classification of the students' scores can be seen in the table below.

**Table 4.38**

**Distribution of Students' Vocabulary Mastery Test Score**

No .	Category	Frequency
1	Score 80 – 100	32
2	Score $70 \leq 80$	7
3	Score $60 \leq 70$	8
4	Score $50 \leq 60$	9
5	Score $<50$	4

	<b>Total</b>	<b>60</b>
--	--------------	-----------

Based on the data above, it can be seen the variation of scores. Based on the calculation there were thirty two students who acquired score 80 – 100, seven students who acquired score  $70 \leq 80$ , eight students who acquired score  $60 \leq 70$ , nine students who acquired score  $50 \leq 60$  and four students who acquired score  $< 50$ .

**Table 4.39**

**Distribution Frequency and Presentation Score of the Students' Vocabulary Mastery Test**

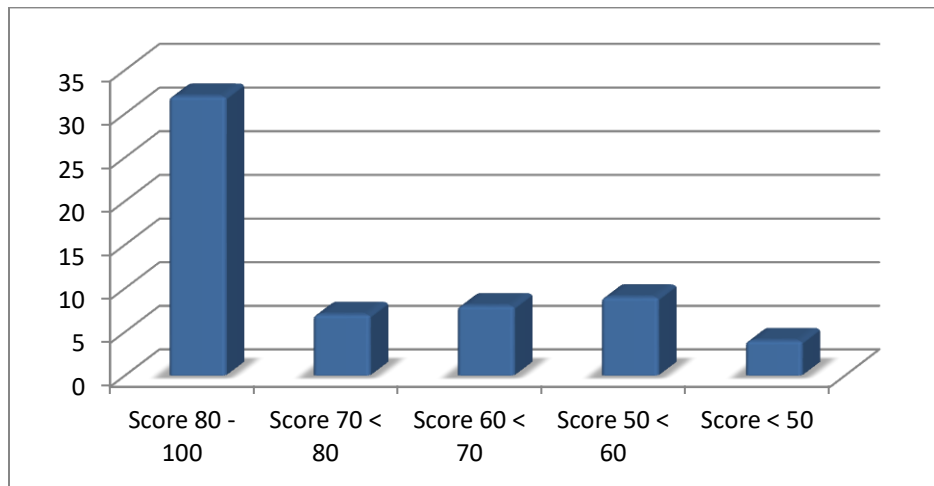
No	Category	Predicate	Letter Value	Frequency	Percentage
1	Score 80 – 100	Very good	A	32	53.33%
2	Score $70 \leq 80$	Good	B	7	11.67%
3	Score $60 \leq 70$	Fair	C	8	13.33%
4	Score $50 \leq 60$	Poor	D	9	15%
5	Score $< 50$	Bad	E	4	6.67%
	<b>Total</b>			<b>60</b>	<b>100%</b>

Based on the data above, it can be explained that there were 53.33% students who acquired scores 80-100, 11.67% students who acquired score  $70 \leq 80$ , 13.33% students who acquired score  $60 \leq 70$ , 15% students who acquired score  $50 \leq 60$  and there were 6.67% students who acquired score  $< 50$ .

**Figure 4.1**

**The Frequency of Vocabulary Mastery Test**





## B. Research Findings

### 1. Testing Normality

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	20.29056161
Most Extreme Differences	Absolute	.188
	Positive	.086
	Negative	-.188
Test Statistic		.188
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>

Based on the calculation using SPSS Program, the asymptotic significance normality of vocabulary size was 0.000. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ( $\alpha = 0.05$ ). Because asymptotic significance of vocabulary size test =  $0.000 \leq \alpha = 0.05$  it can be concluded that the data are not normally distributed.

## 2. Testing Homogeneity

### Test of Homogeneity of Variances

#### Vocabulary

Levene			
Statistic	df1	df2	Sig.
.579	1	58	.450

Based on the calculation using SPSS 22 Program, the asymptotic significance homogeneity of variance of vocabulary size was 0.450. Then, the homogeneity of variance was consulted with the table of Levene test ( $\alpha = 0.05$ ). Because the significance homogeneity of variance of vocabulary size upper than  $\alpha$  ( $0.450 > 0.05$ ), it could be concluded that the data was in homogeneous population.

## 3. The Correlation between Students Habit Watching English movies and Vocabulary Mastery

In this case, both the students' habit watching English movies and vocabulary mastery are related by using Pearson Product moment formula. The data are described on the following table:

**Table 4.40**  
**The Correlation between Students' Habit Watching English Movies and Vocabulary Mastery**

No.	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1.	92	16	1472	8464	256
2.	118	54	6372	13924	2916
3.	154	92	14168	23716	8464
4.	144	96	13824	20736	9216
5.	111	26	2886	12321	676
6.	118	54	6372	13924	2916
7.	112	84	9408	12544	7056
8.	123	94	11562	15129	8836
9.	116	36	4176	13456	1296

10.	120	76	9120	14400	5776
11.	130	86	11180	16900	7396
12.	130	78	10140	16900	6084
13.	130	66	8580	16900	4356
14.	120	60	7200	14400	3600
15.	122	98	11956	14884	9604
16.	122	66	8052	14884	4356
17.	137	88	12056	18769	7744
18.	119	60	7140	14161	3600
19.	146	50	7300	21316	2500
20.	124	94	11656	15376	8836
21.	110	96	10560	12100	9216
22.	70	72	5040	4900	5184
23.	121	78	9438	14641	6084
24.	112	86	9632	12544	7396
25.	149	90	13410	22201	8100
26.	117	86	10062	13689	7396
27.	111	50	5550	12321	2500
28.	157	84	13188	24649	7056
29.	155	52	8060	24025	2704
30.	118	86	10148	13924	7396
31.	146	92	13432	21316	8464
32.	134	88	11792	17956	7744
33.	118	100	11800	13924	10000
34.	101	72	7272	10201	5184
35.	138	94	12972	19044	8836
36.	102	100	10200	10404	10000
37.	96	94	9024	9216	8836
38.	145	96	13920	21025	9216
39.	136	90	12240	18496	8100
40.	139	58	8062	19321	3364
41.	124	70	8680	15376	4900
42.	126	88	11088	15876	7744
43.	109	60	6540	11881	3600
44.	132	54	7128	17424	2916
45.	125	68	8500	15625	4624
46.	124	60	7440	15376	3600
47.	155	96	14880	24025	9216
48.	101	82	8282	10201	6724
49.	136	96	13056	18496	9216
50.	131	84	11004	17161	7056
51.	123	92	11316	15129	8464
52.	134	64	8576	17956	4096
53.	141	22	3102	19881	484

54.	117	50	5850	13689	2500
55.	141	52	7332	19881	2704
56.	128	90	11520	16384	8100
57.	127	92	11684	16129	8464
58.	124	88	10912	15376	7744
59.	139	90	12510	19321	8100
60.	142	72	10224	20164	5184
	$\Sigma X = 7542$	$\Sigma Y = 4508$	$\Sigma XY = 570046$	$\Sigma X^2 = 964352$	$\Sigma Y^2 = 363696$

From the calculation of variable X and Y, It was known that:

$$\Sigma X = 7542$$

$$\Sigma Y = 4508$$

$$\Sigma XY = 570046$$

$$\Sigma X^2 = 964352$$

$$\Sigma Y^2 = 363696$$

Based on the calculation of correlation between variable X and variable Y above, it can be known of each variable. Based on the product moment will be found the product of  $r_{xy}$ , as follow:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{60 \times 570046 - (7542)(4508)}{\sqrt{\{60 \times 964352 - (7542)^2\}\{60 \times 363696 - (4508)^2\}}}$$

$$r_{xy} = \frac{34202760 - 33999336}{\sqrt{(57861120 - 56881764)(21821760 - 20322064)}}$$

$$r_{xy} = \frac{203424}{\sqrt{(979356)(1499696)}}$$

$$r_{xy} = \frac{203424}{\sqrt{1468736275776}}$$

$$r_{xy} = \frac{203424}{1211914.3022}$$

$$r_{xy} = 0.168$$

Based on the manual calculation above, it was found that the  $r_{\text{value}}$  was 0.168. Then the  $r_{\text{value}}$  was consulted with the table of the interpretation coefficient correlation  $r$  as follows :

**TABLE 4.41**  
**Coefficient Correlation Interpretation**

Interval	Category
0.00 – 0.199	Very poor
0.20 – 0.399	Poor
0.40 – 0.599	Fair
0.60 – 0.799	High
0.80 – 1.00	Very high

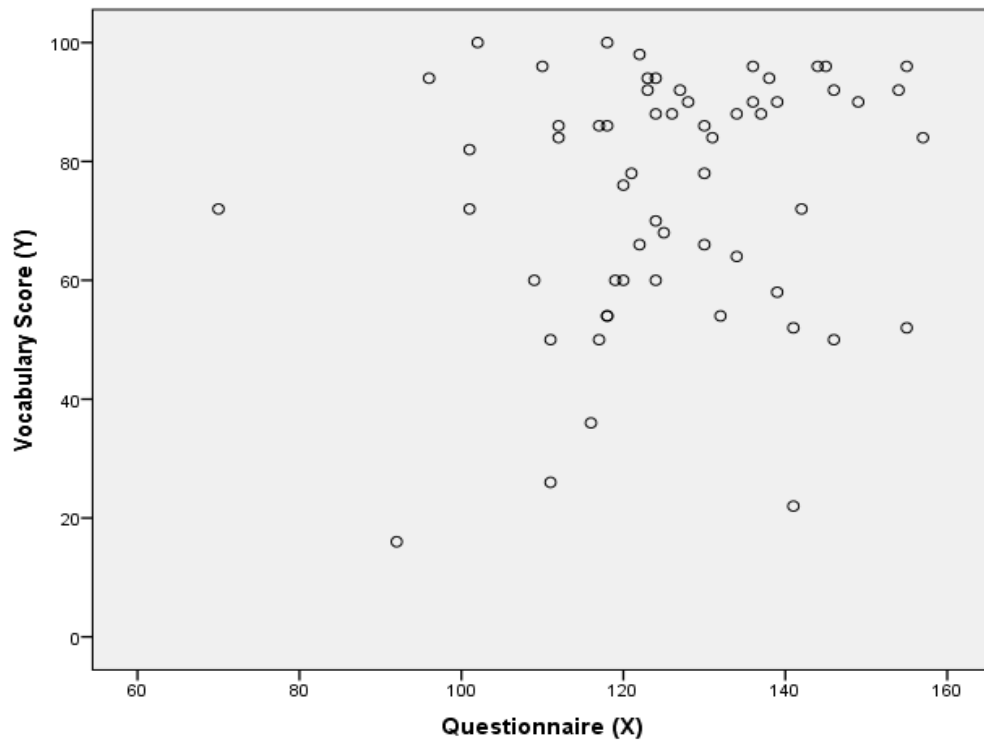
From the table of the interpretation coefficient correlation above, it can be seen that the  $r_{\text{value}}$  (0.168) was at the level “very poor” correlation. So it meant that the correlation between students’ habit in watching English movies and vocabulary mastery of the sample class was in very poor correlation. The result of the calculation that was counted by product moment above showed that the index of correlation was 0.168. Then, the degree of freedom with formula, as follow :

$$df = N - nr$$

$$\text{it was known : } N = 60, nr = 2$$

$$df = 60 - 2$$

= 58



**Figure 4.2**  
**scatterplot**

And then to know the contribution of the variable X to the variable Y is used the formula as below:

$$KP = r^2 \times 100 \%$$

Where:

KP : determinant coefficient score

r : correlation coefficient score

$$KP = r^2 \times 100 \%$$

$$KP = 0.168^2 \times 100 \%$$

$$KP = 0.028224 \times 100 \%$$

$$KP = 2.8224 \%$$

So, it means that the variable X ( students' habit in watching English movies) gives the contribution to the vocabulary mastery for the Students at IAINPalangka Raya on Academic years 2019/2020 is 2.8224%.

#### 4. Testing Hypothesis using SPSS Program

The researcher applied SPSS 22 program to calculate the Pearson Product Moment correlation in testing hypothesis of the study which the result also supported the result of manual calculation. Then, the result of the test using SPSS 22.0 Program can be see as follow:

**Table 4.42**  
**The calculation of Pearson Product Moment correlation using**  
**SPSS 22.0 Program**

Correlations			Watching English Movies	Vocabulary Mastery
Watching English Movies	Pearson Correlation		1	.168
	Sig. (2-tailed)			.200
	N		60	60
Vocabulary Mastery	Pearson Correlation		.168	1
	Sig. (2-tailed)		.200	
	N		60	60

The table showed the result of calculation using SPSS 22 program.

From the table above, it meant that  $H_a$  was accepted.



### C. Discussion

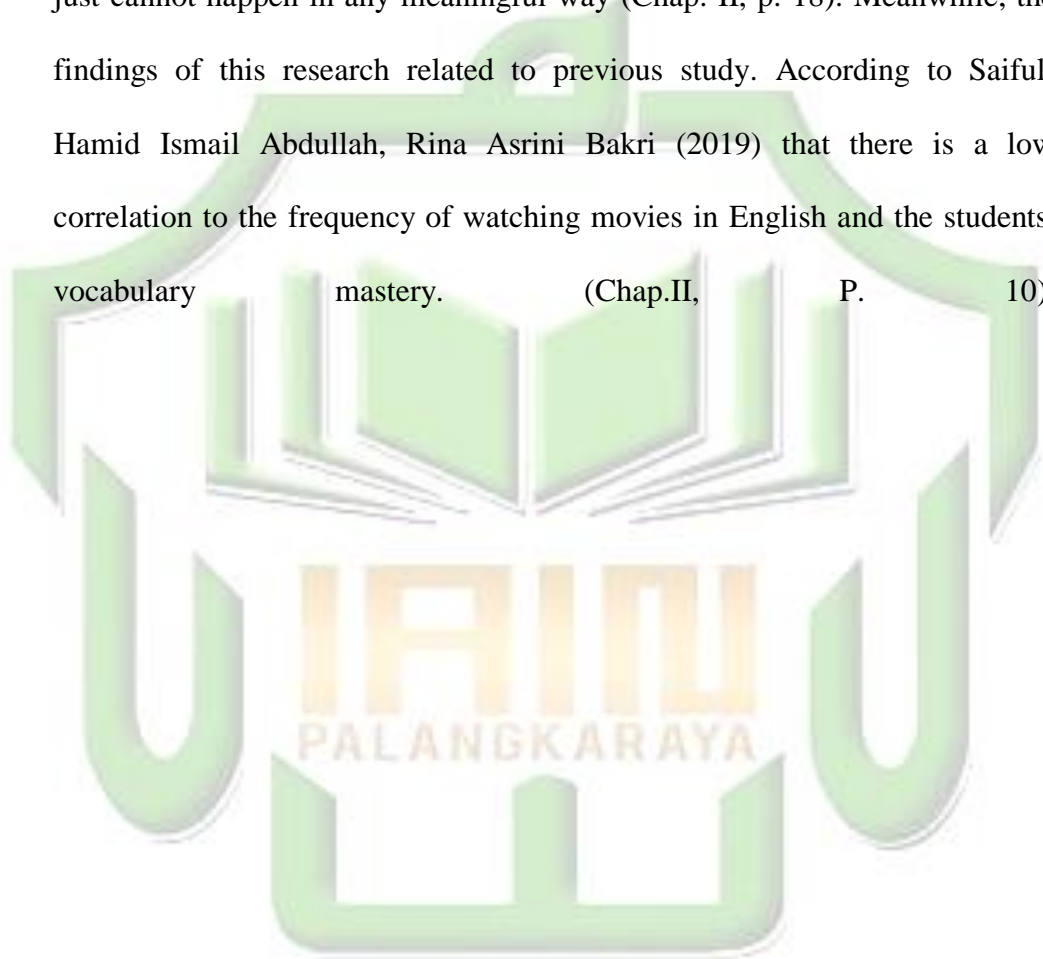
From the description of the data, it indicates that there was positive correlation but insignificant between students' habit in watching English movies and vocabulary mastery. The score of correlation obtained is 0.168 which is in the interval of 0.00 – 0.199. Thus, the relationship is categorized into very poor.

Based on data analysis, students' habits in watching English movies contributed 2.8224% to vocabulary mastery. The product moment correlation results show that the  $r_{xy}$  value is smaller than the t-table value at the 5% and 1% significance levels ( $0.168 \leq 0.254$ ). It means that null hypothesis ( $H_0$ ) was refused and the alternative hypothesis ( $H_a$ ) was accepted.

In the present study, the result findings have proved that there is negative correlation between students' habit in watching English movies and vocabulary mastery with the correlation coefficient between two variables based on SPSS 22 was 0.168. It means that the result of the present study there is very poor correlation between students' habit in watching English movies and vocabulary mastery even it was very poor correlation.

The finding of this research related to the theories and previous study. Based on some theories, vocabulary is one of the elements of developing skills, so people who want to master those language skills; they have to master the vocabulary of English first. According to Richards (1990) stated that; "Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition.

According to Schmitt (2002) vocabulary as a basis of a language: it is very important to be mastered first, people cannot speak well and understand written materials if they do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way (Chap. II, p. 18). Meanwhile, the findings of this research related to previous study. According to Saiful, Hamid Ismail Abdullah, Rina Asrini Bakri (2019) that there is a low correlation to the frequency of watching movies in English and the students' vocabulary mastery. (Chap.II, P. 10).



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research. The researcher explain the conclusion of the researcher and the suggestion for the next researcher.

#### A. Conclusion

Based on the calculating using SPSS 22 program, the total calculation of variable X(students' habit in watching English movies) and variable Y (vocabulary mastery) was very poor correlation. The result of  $r_{xy}$  was 0.168. The calculation above, it can be seen than  $r_{value} \leq r_{table}$  ( $0.168 \leq 0.254$ ), that the result was  $H_a$  is refused and  $H_o$  is accepted. So, between two variables has a negative significant correlation. Based on the correlation index number, the value of  $r_{value}$  (0.168) is in low category (between 0.00 and 0.199). Based on the findings of this research, the researcher found that there is a positive correlation but insignificant in very poor category between students' habits in watching English movies and vocabulary mastery at five semester of IAIN Palangkaraya.

#### B. Suggestion

The researcher would like to propose some suggestions for the students, teachers, and the future researcher as follow:

##### 1. For the Students

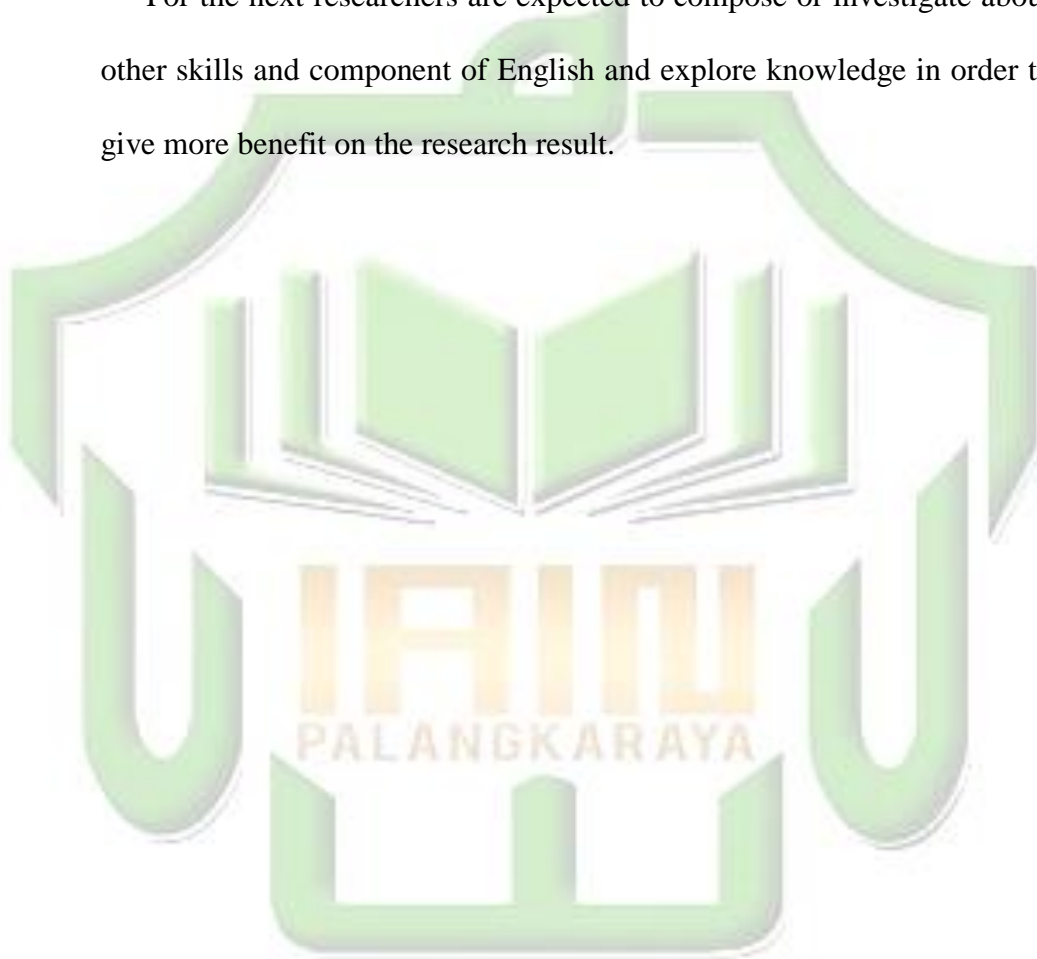
The students should practice hard to improve their habit in watching English movies in order to make them better in vocabulary mastery.

## 2. For the Teachers

For the teacher to motivate and facilitate their students in improved their ability to watch English movies and to increase their vocabulary mastery.

## 3. For the next Researchers

For the next researchers are expected to compose or investigate about other skills and component of English and explore knowledge in order to give more benefit on the research result.



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Appendix 1

(Original Questionnaire/ Before Pilot-Test)

**ANGKET KEBIASAAN SISWA**

**DALAM MENONTON FILM BERBAHASA INGGRIS**

**PETUNJUK:**

- Bacalah dengan teliti terlebih dahulu sebelum menjawab setiap pertanyaan.
- Pengisian angket ini tidak mempengaruhi nilai kuliah, untuk itu jawablah pertanyaan dengan jujur dan sesuai hati nurani anda.
- Respon anda akan digunakan untuk penelitian dan nama anda tidak akan dipublikasikan.
- Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban yang benar atau salah dalam angket ini.

**INFORMASI DASAR:**

**Nama :** \_\_\_\_\_

**Kelas :** \_\_\_\_\_

**Jenis Kelamin (Lingkari):** Laki-laki / Perempuan

**Sudah berapa lama anda belajar bahasa Inggris? (Lingkari)**

1-3 tahun      4 – 6 tahun      7 – 9 tahun      10 tahun/ lebih

**Di mana biasanya anda menonton film berbahasa Inggris? (Checklist. Pilihan boleh lebih dari satu)**

Bioskop      Online Streaming

Televisi      Lain-lain (Sebutkan): \_\_\_\_\_

DVD

**Sebutkan 3 film berbahasa Inggris favorit anda:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Sebutkan 3 genre film berbahasa Inggris favorit anda:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Keterangan Jawaban

5 : SL : Selalu

4 : SR : Sering

3 : K : Kadang-kadang

2 : J : Jarang

1 : TP : Tidak Pernah

NO	PERTANYAAN	RESPON				
		SL	SR	K	J	TP
<b>BAGIAN I : FREQUENCY</b>						
1.	Seberapa sering anda menonton film berbahasa Inggris?					
2.	Saya menonton film berbahasa Inggris kapanpun dan di manapun saat ada waktu luang.					
3.	Berapa jumlah film berbahasa Inggris yang anda tonton tiap bulan?	>10 film	8-10 film	5-7 film	2-4 film	≤1 film
<b>BAGIAN II : MATERIALS</b>						
4.	Saya menonton film berbahasa Inggris dengan <i>laptop</i> atau <i>handphone</i> agar bisa menonton di mana saja.					
5.	Saya menonton film berbahasa Inggris dengan <i>volume speaker</i> yang kencang.					
6.	Saya menonton film berbahasa Inggris dengan menggunakan <i>headset</i> agar suara terdengar lebih jelas.					
7.	Saya menonton film berbahasa Inggris <b>tanpa</b> menggunakan subtitle.					
8.	Saya menonton film berbahasa Inggris dengan menggunakan subtitle bahasa Inggris.					
9.	Saya menonton film berbahasa Inggris dengan menggunakan subtitle bahasa Indonesia					
<b>BAGIAN III : ATTITUDE</b>						
10.	Saya merasa <b>tidak</b> nyaman saat menonton film berbahasa Inggris.					
11.	Menonton film berbahasa Inggris menambah kemampuan bahasa Inggris saya.					
12.	Saya mengetahui berbagai budaya Inggris karena menonton film berbahasa Inggris					

13.	Saya merasa menonton film berbahasa Inggris meningkatkan kemampuan menyimak/ <i>Listening</i> saya					
14.	Menonton film berbahasa Inggris memberikan pengaruh positif pada saya					
15.	Menonton film berbahasa Inggris membuat saya senang dan terhibur					
16.	Film berbahasa Inggris yang saya tonton memberikan motivasi dan inspirasi bagi saya					
<b>BAGIAN IV : AUTOMATICITY</b>						
17.	Dengan menonton film berbahasa Inggris, saya menjadi lebih familiar dengan kata-kata dalam bahasa Inggris.					
18.	Menonton film membuat saya familiar dengan berbagai ungkapan dalam bahasa Inggris.					
19.	Saya suka mengulang bagian film berbahasa Inggris yang saya tonton saat saya tidak mendengar dengan jelas apa yang dikatakan aktor/aktris tersebut.					
20.	Ketika familiar dengan suatu ungkapan dalam sebuah film, saya tidak mendapat kesulitan untuk mengenalinya lagi walaupun dalam film yang berbeda					
21.	Jika mendapatkan ungkapan baru saat menonton film berbahasa Inggris, saya langsung menggunakannya dalam kehidupan sehari-hari					
<b>BAGIAN V : COMPETENCE</b>						
22.	Saya dapat membedakan intonasi dan pengucapan kata yang benar dari menonton film berbahasa Inggris					
23.	Saya dapat menirukan apa yang diucapkan para aktor dan aktris dalam film yang saya tonton					
24.	Saya bisa mengerti jalan cerita dalam film berbahasa Inggris yang saya tonton.					
25.	Walaupun sering menonton film berbahasa Inggris, saya <b>tidak bisa</b> mengucapkan dengan jelas kata yang ada di dalam film					
26.	Dalam film berbahasa Inggris, saya mengetahui bagaimana suatu ungkapan dipakai sesuai dengan konteksnya.					
27.	Saya bisa menceritakan kembali jalan cerita dalam film berbahasa Inggris yang saya tonton					

28.	Saya merasa <b>tidak ada</b> ungkapan dalam film berbahasa Inggris yang dapat saya pakai dalam kehidupan sehari-hari.					
29.	Saya dapat mengerti kalimat-kalimat yang diucapkan oleh para aktor dan aktris di film berbahasa Inggris yang saya tonton.					
<b>BAGIAN VI : IMAGE</b>						
30.	Saya banyak belajar tentang bahasa Inggris dengan menonton film berbahasa Inggris.					
31.	Saya <b>tidak dapat</b> menemukan nilai-nilai moral yang terkandung dalam film yang saya tonton					
32.	Saya mendapatkan kosakata baru saat menonton film berbahasa Inggris.					
33.	Saya dapat menemukan berbagai <i>slang language</i> (Bahasa gaul) di film berbahasa Inggris yang saya tonton					
34.	Saya dapat mengerti emosi para aktor dan aktris saat melihat ekspresi mereka di layar film.					
35.	Dari film berbahasa Inggris yang saya tonton, saya dapat menggunakan bahasa formal atau tidak formal sesuai dengan siapa saya berbicara.					

## Appendix 2

### Research Instrument Vocabulary Size Test

Answer the questions to find meaning or synonym (matching words)!

- 1). a. benefit  
b. labor  
c. percent  
d. principle  
e. source  
f. survey
- \_\_\_\_\_ work  
\_\_\_\_\_ part of 100  
\_\_\_\_\_ general idea used to guide one's actions
- 2). a. Element  
b. fund  
c. layer  
d. philosoph  
e. proportion  
f. technique
- \_\_\_\_\_ money for a special purpose  
\_\_\_\_\_ skilled way of doing something  
\_\_\_\_\_ study of the meaning of life
- 3). a. Consent  
b. enforcement  
c. investigation  
d. parameter  
e. sum  
f. trend
- \_\_\_\_\_ total  
\_\_\_\_\_ agreement or permission  
\_\_\_\_\_ trying to find information about something
- 4). a. decade  
b. fee  
c. file  
d. incidence  
e. perspective  
f. topic
- \_\_\_\_\_ 10 years  
\_\_\_\_\_ subject of a discussion  
\_\_\_\_\_ money paid for services
- 5). a. colleague  
b. erosion  
c. format  
d. inclination  
e. panel  
f. violation
- \_\_\_\_\_ action against the law  
\_\_\_\_\_ wearing away gradually  
\_\_\_\_\_ shape or size of something

- 6). a. achieve  
b. conceive  
c. grant  
d. link  
e. modify  
f. offset
- \_\_\_\_\_ change  
\_\_\_\_\_ connect together  
\_\_\_\_\_ finish successfully

- 7). a. convert  
b. design  
c. exclude  
d. facilitate  
e. indicate  
f. survive
- \_\_\_\_\_ keep out  
\_\_\_\_\_ stay alive  
\_\_\_\_\_ change from one thing into another

- 8). a. anticipate  
b. compile  
c. convince  
d. denote  
e. manipulate  
f. publish
- \_\_\_\_\_ control something skill full  
\_\_\_\_\_ expect something will happen  
\_\_\_\_\_ produce books and newspapers

- 9). a. equivalent  
b. financial  
c. forthcoming  
d. primary  
e. random  
f. visual
- \_\_\_\_\_ most important  
\_\_\_\_\_ concerning sight  
\_\_\_\_\_ concerning money

- 10). a. alternative  
b. ambiguous  
c. empirical  
d. ethnic  
e. mutual  
f. ultimate
- \_\_\_\_\_ last or most important  
\_\_\_\_\_ something different that can be chosen  
\_\_\_\_\_ concerning people from a certain nation

- 11). a. area  
b. contract  
c. definition  
d. evidence  
e. method true  
f. role
- \_\_\_\_\_ written agreement  
\_\_\_\_\_ way of doing something  
\_\_\_\_\_ reason for believing something is or is not

- 12). a. debate  
b. exposure \_\_\_\_\_ plan  
c. integration \_\_\_\_\_ choice  
d. option \_\_\_\_\_ joining something into a whole  
e. scheme  
f. stability

- 13). a. access  
b. gender \_\_\_\_\_ male or female  
c. implementation \_\_\_\_\_ study of the mind  
d. license \_\_\_\_\_ entrance or way in  
e. orientation  
f. psychology

- 14). a. accumulation  
b. edition \_\_\_\_\_ collecting things over time  
c. guarantee \_\_\_\_\_ promise to repair a broken product  
d. media \_\_\_\_\_ feeling a strong reason or need to do  
e. motivation something  
f. phenomenon

- 15). a. adult  
b. exploitation \_\_\_\_\_ end  
c. infrastructure \_\_\_\_\_ machine used to move people or goods  
d. schedule \_\_\_\_\_ list of things to do at certain times  
e. termination  
f. vehicle

- 16). a. alter  
b. coincide \_\_\_\_\_ change  
c. deny \_\_\_\_\_ say something is not true  
d. devote \_\_\_\_\_ describe clearly and exactly  
e. release  
f. specify

- 17). a. correspond  
b. diminish \_\_\_\_\_ keep  
c. emerge \_\_\_\_\_ match or be in agreement with  
d. highlight \_\_\_\_\_ give special attention to something  
e. invoke



f. retain

18). a. bond

b. channel

c. estimate

d. identify

e. mediate

f. minimize

\_\_\_\_\_ make smaller

\_\_\_\_\_ guess the number or size of something

\_\_\_\_\_ recognizing and naming a person or thing

19). a. explicit

b. final

c. negative

d. professional

e. rigid

f. sole

\_\_\_\_\_ last

\_\_\_\_\_ stiff

\_\_\_\_\_ meaning 'no' or 'not'

20). a. abstract

b. adjacent

c. controversial

d. global

e. neutral

f. supplementary

\_\_\_\_\_ next to

\_\_\_\_\_ added to

\_\_\_\_\_ concerning the whole world

21). a. bull

b. champion

c. dignity

d. hell

e. museum

f. solution

\_\_\_\_\_ formal and serious manner

\_\_\_\_\_ winner of a sporting event

\_\_\_\_\_ building where valuable objects are shown

22). a. blanket

b. contest

c. generation

d. merit

e. plot

f. vacation

\_\_\_\_\_ holiday

\_\_\_\_\_ good quality

\_\_\_\_\_ wool covering used on beds

23). a. comment

b. gown

c. import

d. nerve

\_\_\_\_\_ long formal dress

\_\_\_\_\_ goods from a foreign country

\_\_\_\_\_ part of the body which carries feeling

- e. pasture
- f. tradition

24). a. administration

- b. angel \_\_\_\_\_ group of animals
- c. frost \_\_\_\_\_ spirit who serves God
- d. herd \_\_\_\_\_ managing business and affairs
- e. fort
- f. pond

25). a. atmosphere

- b. counsel \_\_\_\_\_ advice
- c. factor \_\_\_\_\_ a place covered with grass
- d. hen \_\_\_\_\_ female chicken
- e. lawn
- f. muscle

26). a. abandon

- b. dwell \_\_\_\_\_ live in a place
- c. oblige \_\_\_\_\_ follow in order to catch
- d. pursue \_\_\_\_\_ leave something permanently
- e. quote
- f. resolve

27). a. assemble

- b. attach \_\_\_\_\_ look closely
- c. peer \_\_\_\_\_ stop doing something
- d. quit \_\_\_\_\_ cry out loudly in fear
- e. scream
- f. toss

28). a. drift

- b. endure \_\_\_\_\_ suffer patiently
- c. grasp \_\_\_\_\_ join wool threads together
- d. knit \_\_\_\_\_ hold firmly with your hands
- e. register
- f. tumble

29). a. brilliant

- b. distinct \_\_\_\_\_ thin
- c. magic \_\_\_\_\_ steady

d. naked \_\_\_\_\_ without clothes

e. slender

f. stable

30). a. aware

b. blank \_\_\_\_\_ usual

c. desperate \_\_\_\_\_ best or most important

d. normal \_\_\_\_\_ knowing what is happening

e. striking

f. supreme

31). a. belt

b. climate \_\_\_\_\_ idea

c. executive \_\_\_\_\_ inner surface of your hand

d. notion \_\_\_\_\_ strip of leather worn around the waist

e. palm

f. victim

32). a. acid

b. bishop \_\_\_\_\_ cold feeling

c. chill \_\_\_\_\_ farm animal

d. ox \_\_\_\_\_ organization or framework

e. ridge

f. structure

33). a. bench

` b. charity \_\_\_\_\_ long seat

c. jar \_\_\_\_\_ help to the poor

d. mate \_\_\_\_\_ part of a country

e. mirror

f. province

34) a. boot

b. device \_\_\_\_\_ army officer

c. lieutenant \_\_\_\_\_ a kind of stone

d. marble \_\_\_\_\_ tube through which blood flows

e. phrase

f. vein

35). a. apartment

b. candle \_\_\_\_\_ a place to live

c. draft \_\_\_\_\_ chance of something happening

- d. horror
- e. prospect
- f. timber

\_\_\_\_\_ first rough form of something written

- 36). a. betray
- b. dispose
  - c. embrace
  - d. injure
  - e. proclaim
  - f. scare

\_\_\_\_\_ frighten

\_\_\_\_\_ say publicly

\_\_\_\_\_ hurt seriously

- 37). a. encounter
- b. illustrate
  - c. inspire
  - d. plead
  - e. seal
  - f. shift

\_\_\_\_\_ meet

\_\_\_\_\_ beg for help

\_\_\_\_\_ close completely

- 38). a. assist
- b. bother
  - c. condemn
  - d. erect
  - e. trim
  - f. whirl

\_\_\_\_\_ help

\_\_\_\_\_ cut neatly

\_\_\_\_\_ spin around quickly

- 39). a. annual
- b. concealed
  - c. definite
  - d. mental
  - e. previous
  - f. savage

\_\_\_\_\_ wild

\_\_\_\_\_ clear and certain

\_\_\_\_\_ happening once a year

- 40). a. dim
- b. junior
  - c. magnificent
  - d. maternal
  - e. odd
  - f. weary

\_\_\_\_\_ strange

\_\_\_\_\_ wonderful

\_\_\_\_\_ not clearly lit

- 41). a. copy
- b. event

\_\_\_\_\_ end or highest point

- c. motor \_\_\_\_\_ this moves a car  
d. pity \_\_\_\_\_ thing made to be like another  
e. profit  
f. tip
- 42). a. accident \_\_\_\_\_ loud deep sound  
b. debt \_\_\_\_\_ something you must pay  
c. fortune \_\_\_\_\_ having a high opinion of yourself  
d. pride  
e. roar  
f. thread
- 43). a. coffee \_\_\_\_\_ money for work  
b. disease \_\_\_\_\_ a piece of clothing  
c. justice \_\_\_\_\_ using the law in the right way  
d. skirt  
e. stage  
f. wage
- 44). a. clerk \_\_\_\_\_ a drink  
b. frame \_\_\_\_\_ office worker  
c. noise \_\_\_\_\_ unwanted sound  
d. respect  
e. theater  
f. wine
- 45). a. dozen \_\_\_\_\_ chance  
b. empire \_\_\_\_\_ twelve  
c. gift \_\_\_\_\_ money paid to the government  
d. opportunity  
e. relief  
f. tax
- 46). a. admire \_\_\_\_\_ make wider or longer  
b. complain \_\_\_\_\_ bring in for the first time  
c. fix \_\_\_\_\_ have a high opinion of someone  
d. hire  
e. introduce  
f. stretch
- 47). a. arrange \_\_\_\_\_ grow  
b. develop

c. lean \_\_\_\_\_ put in order  
d. owe \_\_\_\_\_ like more than something else

e. prefer  
f. seize

48). a. blame

b. elect \_\_\_\_\_ make  
c. jump \_\_\_\_\_ choose by voting  
d. manufacture \_\_\_\_\_ become like water  
e. melt  
f. threaten

49). a. ancient

b. curious \_\_\_\_\_ not easy  
c. difficult \_\_\_\_\_ very old  
d. entire \_\_\_\_\_ related to God  
e. holy  
f. social

50). a. bitter

b. independent \_\_\_\_\_ beautiful  
c. lovely \_\_\_\_\_ small  
d. merry \_\_\_\_\_ liked by many people  
e. popular  
f. slight

**(Adopted from Paul Nation at Victoria University of Wellington in New Zealand).**

### Appendix 3

#### Students' habit watching English movies

No	Options									
	Never		Seldom		Sometime		Often		Always	
	F	P	F	P	F	P	F	P	F	P
1.	-	-	2	3.3%	29	48.3%	19	31.7%	10	16.7%
2.	1	1.7%	17	28.3%	21	35.0%	11	18.3%	10	16.7%
3.	3	5.0%	12	20.0%	22	36.7%	15	25.0%	10	16.7%
4.	2	3.3%	2	3.3%	12	20.0%	19	31.7%	25	41.7%
5.	3	5.0%	6	10.0%	26	43.3%	16	26.7%	9	15.0%
6.	1	1.7%	7	11.7%	16	26.7%	19	31.7%	17	28.3%
7.	10	16.7%	13	21.7%	27	45.0%	9	15.0%	1	1.7%
8.	6	10.0%	5	8.3%	21	35.0%	17	28.3%	11	18.3%
9.	1	1.7%	5	8.3%	19	31.7%	15	25.0%	20	33.3%
10.	39	65.0%	12	20.0%	6	10.0%	2	3.3%	1	1.7%
11.	1	1.7%	1	1.7%	6	10.0%	21	35.0%	31	51.7%
12.	1	1.7%	1	1.7%	15	25.0%	22	36.7%	21	35.0%
13.	1	1.7%	2	3.3%	8	13.3%	22	36.7%	27	45.0%
14.	1	1.7%	1	1.7%	10	16.7%	28	46.7%	20	33.3%
15.	1	1.7%	-	-	10	16.7%	25	41.7%	24	40.0%
16.	1	1.7%	-	-	13	21.7%	30	50.0%	16	26.7%
17.	1	1.7%	-	-	6	10.0%	24	40.0%	29	48.3%
18.	1	1.7%	-	-	13	21.7%	18	30.0%	28	46.7%
19.	2	3.3%	7	11.7%	13	21.7%	21	35.0%	17	28.3%
20.	-	-	2	3.3%	21	35.0%	25	41.7%	12	20.0%
21.	3	5.0%	8	13.3%	35	58.3%	9	15.0%	5	8.3%
22.	3	5.0%	4	6.7%	22	36.7%	19	31.7%	12	20.0%
23.	2	3.3%	5	8.3%	31	51.7%	13	21.7%	9	15.0%
24.	-	-	1	1.7%	12	20.0%	24	40.0%	23	38.3%



25.	3	5.0%	19	31.7%	27	45.0%	8	13.3%	3	5.0%
26.	-	-	6	10.0%	20	33.3%	25	41.7%	9	15.0%
27.	2	3.3%	4	6.7%	22	36.7%	25	41.7%	7	11.7%
28.	18	30.0%	16	26.7%	16	26.7%	7	11.7%	3	5.0%
29.	1	1.7%	1	1.7%	23	38.3%	27	45.0%	8	13.3%
30.	1	1.7%	2	3.3%	8	13.3%	29	48.3%	20	33.3%
31.	23	38.3%	20	33.3%	10	16.7%	6	10.0%	1	1.7%
32.	1	1.7%	1	1.7%	8	13.3%	22	36.7%	28	46.7%
33.	2	3.3%	2	3.3%	11	18.3%	22	36.7%	23	38.3%
34.	1	1.7%	1	1.7%	9	15.0%	23	38.3%	26	43.3%
35.	2	3.3%	3	5.0%	24	40.0%	21	35.0%	10	16.7%
<b>Total Score</b>	<b>138</b>		<b>188</b>		<b>592</b>		<b>658</b>		<b>526</b>	

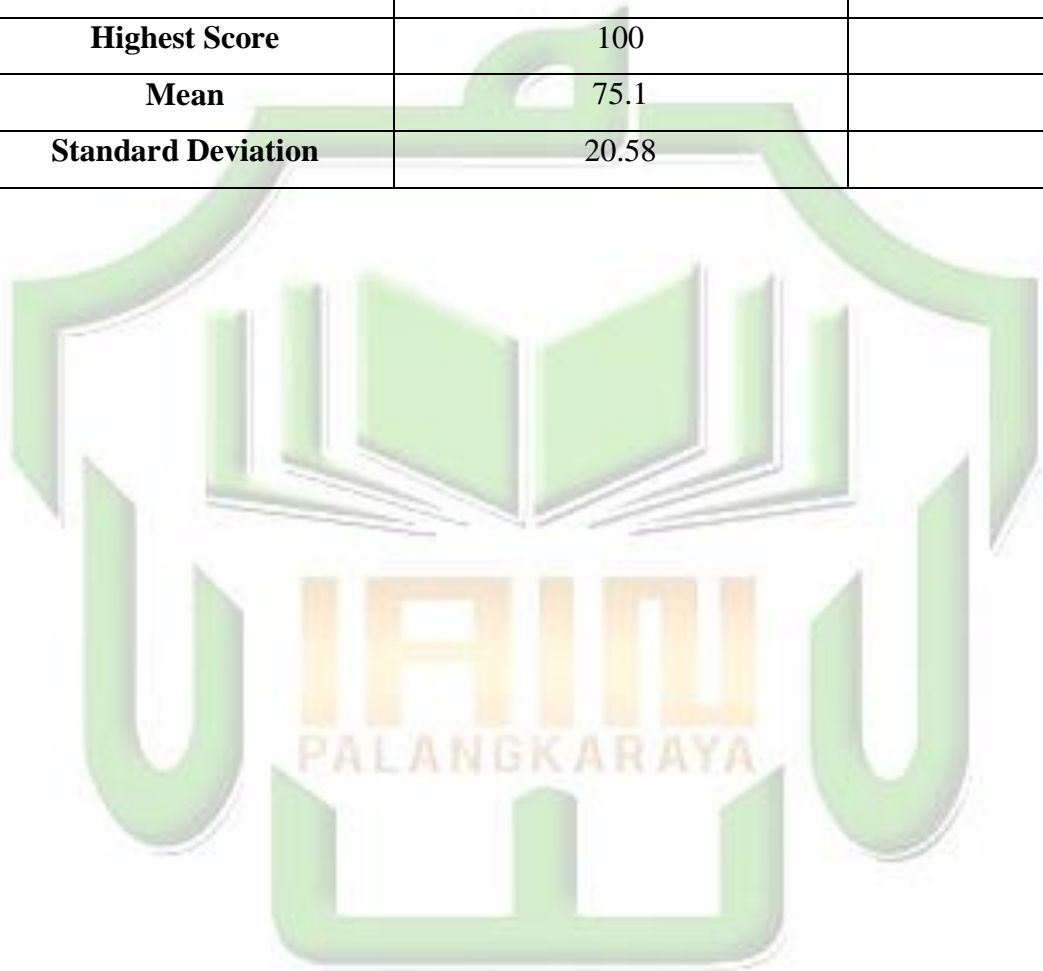
# Appendix 4

## The Result of Vocabulary Mastery Test Score

NAME	VOCABULARY MASTERY (Y)	Y <sup>2</sup>
RenaldiPramudiya	16	256
DedenFeryHandriyan	54	2916
Aida AzzahNabilah	92	8464
Amelia Hayati	96	9216
Muhammad Rahimi	26	676
Putri Agustina	54	2916
Nur Azizah	84	7056
GustinHidayanti	94	8836
Julaiha	36	1296
Lia Farida Herawati	76	5776
Dwi Nanda Syahdania	86	7396
NorhidayahFitriani	78	6084
Siti Nurul Baitina	66	4356
RahmahRianti	60	3600
Achmad Nur Ravi	98	9604
Tiara Afdalia	66	4356
Anisa	88	7744
Hari Gumilang	60	3600
Adela Oktami	50	2500
RiskaDwi Lestari	94	8836
SinggihPrakoso	96	9216
DwiRakhmaYanti	72	5184
Raju Anand	78	6084
Lara Safitri	86	7396
Noor Aprillia	90	8100

RiezkiFaradiena	86	7396
HairatulHasanah	50	2500
Vivian Agustin	84	7056
Aqillawidyastuti	52	2704
Muhammad FahrezaHidayat	86	7396
WiraRizkiPratama	92	8464
Nurul Augustama	88	7744
Eri Nurianti	100	10000
Efiansyah	72	5184
Istiani Nurul Ain	94	8836
Carmen Nissa	100	10000
SlametMuhanif	94	8836
Windy Nur Aini	96	9216
Muhammad Amzah M.A.A	90	8100
EgaPrasetyaRera	58	3364
Nur Rahmi	70	4900
ShahdidSiswanto	88	7744
Noviyana	60	3600
Sutiah	54	2916
Anita Nurhidayati	68	4624
DeaYudiana Alexa Pradita	60	3600
RifanIShobari	96	9216
Nurhikmahsucipratiwi	82	6724
DyahFaradaniaMelinia	96	9216
YuliAstriani	84	7056
SarifahNuorDzulhaydah	92	8464
M. Rezqi Anwar Situmorang	64	4096
Lia Agustina	22	484
IstaniaCucu Dewa Noto S.	50	2500
WidyaSukmawati	52	2704

Nuruzzahra	90	8100
FerinaHaryanti	92	8464
Shintia	88	7744
AristyaDwiJuliani	90	8100
HismatulHafidzah	72	5184
<b>Sum</b>	4508	363696
<b>Lowest Score</b>	16	
<b>Highest Score</b>	100	
<b>Mean</b>	75.1	
<b>Standard Deviation</b>	20.58	



**BERITA ACARA  
SELEKSI JUDUL SKRIPSI MAHASISWA  
PRODI PBI JURUSAN PENDIDIKAN BAHASA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN PALANGKA RAYA**

Pada hari ini Rabu Tanggal 05 bulan September tahun 2018 Pukul 10.00 WIB, Tim Seleksi Judul Skripsi Mahasiswa Prodi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester: Ganjil/Genap\*) Tahun Akademik ..... telah melaksanakan Seleksi Judul Skripsi atas nama:

Nama Mahasiswa : Nia Rahmalia

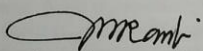
NIM : 1401120335

Judul Proposal : The correlation study Between students Habit in watching English Movies and Their Vocabulary Mastery students of second semester of English Education study program in IAIN Palangka Raya .

Dinyatakan : Diterima ~~Ditolak~~ ~~Direvisi~~ \*).

Palangka Raya, 05 September 2018

Penguji,

  
Hj. Apni Ranti, M. Hum.  
NIP. 198101182008012013

Catatan : \*) Coret yang tidak perlu



KEMENTERIAN AGAMA  
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**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: /In.22/III.1.B/PP.00.9/09/2018

*Assalamu'alaikum Wr. Wb.*

Berdasarkan surat dari Ketua Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa IAIN Palangka Raya tentang Usulan Penunjukan Dosen Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya menunjuk :

1. Nama : Hj. Apni Ranti M, Hum  
NIP : 198101182008012013  
Pangkat/Golongan : Penata Tk.I / III d  
Jabatan : Lektor  
Sebagai : Pembimbing I
2. Nama : Zaitun Qamariah, M.Pd  
NIP : 198405192015032003  
Pangkat/Golongan : Penata Muda Tk. I/ III b  
Jabatan : Asisten Ahli  
Sebagai : Pembimbing II

untuk membimbing penulisan skripsi:

Nama : NIA RAHMALIA  
NIM : 1401120995  
Jurusan : Pendidikan Bahasa  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : CORRELATION AMONG STUDENTS HABIT IN WATCHING ENGLISH MOVIES, VOCABULARY MASTERY AND LISTENING SKILL AT ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALANGKA RAYA.

Demikian surat penunjukan ini disampaikan agar dilaksanakan sebagaimana mestinya.  
*Wassalamu'alaikum Wr. Wb.*

Palangka Raya, 06 September 2018

a.n. Dekan FTIK  
Ketua Jurusan Pendidikan Bahasa



*Santi Erliana, M.Pd*  
198012052006042003

Tembusan Yth:

1. Dekan FTIK;
2. Ketua Program Studi Pendidikan Bahasa Inggris;
3. Pembimbing I;
4. Pembimbing II;
5. Mahasiswa yang bersangkutan.





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INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
JURUSAN PENDIDIKAN BAHASA

Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112  
Telpon 0536-3226356, Fax: 3222105, Email : [iaipalankaraya@kemenag.go.id](mailto:iaipalankaraya@kemenag.go.id)  
Website : <http://iaipalankaraya.ac.id>

BERITA ACARA  
SEMINAR PROPOSAL SKRIPSI MAHASISWA

Pada hari ini, Kamis, 27 Agustus 2020 Pukul 10.00 - 12.00 WIB, Tim Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester **Ganjil/Genap\*** Tahun Akademik 2020/2021 telah melaksanakan seminar proposal skripsi atas nama:

Nama : Nia Rahmalia  
Nim : 1401120995  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris  
Dinyatakan : **LULUS/MENGULANG\***

\*Perbaikan proposal skripsi maksimal 7...Hari, apabila waktu yang ditentukan maka proposal skripsi akan diseminarkan kembali.

Judul : Correlation Between Students Habit in Watching English Movies and Vocabulary Mastery of The Students in English Education Study Program of IAIN Palangka Raya

Palangka Raya, 27 Agustus 2020

Pembimbing 1,

Hj. Apni Ranti M, Hum  
NIP. 198101182008012013

Pembimbing 2,

Zaitun Qamarlah, M.Pd  
NIP. 198405192015032003

Penguji,

Sabarun, M.Pd  
NIP. 196803222008011005

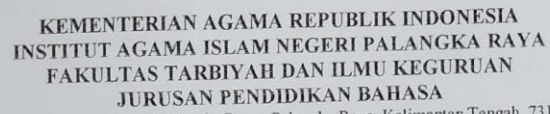
Moderator,

Hesty Widiastuty, M.Pd  
NIP. 198709282015032003

Keterangan

\*Coret yang tidak perlu





**CATATAN HASIL SEMINAR PROPOSAL SKRIPSI**

[illegible]

Shirley

Hesty Widiastuty, M.Pd  
NIP. 198709282015032003



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Telpun 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id  
Website : <http://iain-palangkaraya.ac.id>

**SURAT KETERANGAN**  
**111/In.22/III.1.B/PP.00.9/09/2020**

Ketua Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya menerangkan bahwa:

Nama : Nia Rahmalia  
NIM : 1401120995  
Jurusan : Pendidikan Bahasa  
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Seminar dan Perbaikan Proposal Skripsi dengan Judul:

**Correlation Between Students Habit in Watching English Movies and  
Vocabulary Mastery of The Students in English Education Study  
Program of IAIN Palangka Raya**

Penguji Proposal : Sabarun, M.Pd  
Pembimbing I : Hj. Apni Ranti M, Hum.  
Pembimbing II : Zaitun Qamariah, M.Pd  
Moderator : Hesty Widiastuty, M.Pd  
Hari/Tanggal : Kamis, 27 Agustus 2020

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 01 September 2020  
Sekretaris Jurusan Pendidikan Bahasa,

**Akhmad Ali Mirza, M.Pd.**  
**NIP. 198406222015031003**

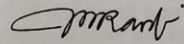
#### PERSETUJUAN PROPOSAL SKRIPSI

Judul : Correlation Between Students Habit in Watching English Movies and Vocabulary Mastery of The Students in English Education Study Program of IAIN Palangka Raya  
Nama : Nia Rahmalia  
NIM : 1401120995  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa proposal ini telah diseminarkan dan disetujui oleh dewan penguji seminar proposal Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.

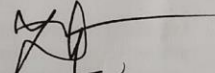
Palangka Raya, 01 September 2020

Pembimbing I,



Hj. Apni Ranti M. Hum  
NIP. 198101182008012013

Pembimbing II,



Zaitun Gambarah, M.Pd  
NIP. 198405192015032003

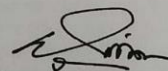
Disetujui oleh

Penguji Utama,



Sabarun, M.Pd  
NIP. 196803222008011005

Sekretaris Jurusan Pendidikan Bahasa,



Akhmad Ali Mirza, M.Pd  
NIP. 198406222015031003



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Telepon/Faksimili (0536) 3226356 Email : info@iain-palangkaraya.ac.id  
Website : http://iain-palangkaraya.ac.id

**SURAT IZIN PENELITIAN**

Nomor: B- ~~2783~~ /In.22/III.1/PP.00.9/09/2020

Berdasarkan surat dari saudara/i NIA RAHMALIA, Tanggal 02 September 2020 perihal Mohon Izin Penelitian, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya memberikan izin kepada:

Nama : NIA RAHMALIA  
NIM : 1401120995  
Tempat/Tgl. Lahir : KASONGAN, 15-03-1997  
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)  
Semester : XIII (Tiga Belas)

Untuk mengadakan penelitian pada:

Lokasi Penelitian : Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya  
Judul Skripsi : Correlation Between Students Habit In Watching English Movies And Vocabulary Mastery Of The Students In English Education Study Program Of IAIN Palangka Raya  
Waktu Penelitian : Selama 2 (dua) bulan, terhitung sejak tanggal 03 September sampai dengan 03 November 2020

Dengan Ketentuan :

1. Selama melaksanakan penelitian tidak mengganggu perkuliahan;
2. Setelah melaksanakan penelitian agar melaporkan hasilnya secara tertulis kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Up. Ketua Jurusan Pend. Bahasa FTIK IAIN Palangka Raya untuk mendapatkan surat keterangan telah melaksanakan penelitian.

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Palangka Raya  
Pada Tanggal 02 September 2020



Dekan, Bidang Akademik,

**Dr. Nurul Wahdah, M.Pd**

NIP. 19800307 200604 2 004

Tembusan Yth:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Jurusan Pend. Bahasa;
3. Ketua Prodi TBI;
4. Kasubbag Mikwa dan Alumni FTIK.





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INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA  
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Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112  
Telepon/Faksimili (0536) 3226356 Email: info@iain-palangkaraya.ac.id  
Website : http://iain-palangkaraya.ac.id

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor: B- 3039 /In.22/III.I/PP.00.9/10/2020

Memperhatikan Surat izin penelitian nomor: B-2783/In.22/III.1/PP.00.9/09/2020 dan berdasarkan surat permohonan saudara/i NIA RAHMALIA, maka Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Palangka Raya, dengan ini menerangkan bahwa:

Nama : NIA RAHMALIA  
NIM : 1401120995  
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)  
Jenjang : Strata 1 / S1  
Lokasi Penelitian : Prodi TBI Jurusan Pend.Bahasa FTIK IAIN Palangka Raya  
Judul Skripsi : Correlation Between Students Habit In Watching English Movies  
And Vocabulary Mastery Of The Students In English Education  
Study Program Of IAIN Palangka Raya

Mahasiswa tersebut telah dinyatakan selesai melaksanakan penelitian di Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya selama 1 bulan 9 hari terhitung dari tanggal 03 September s.d 12 Oktober 2020.

Demikian Surat Keterangan ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Palangka Raya, 13 Oktober 2020



Tekan  
Wakil Dekan Bidang Akademik,

Dr. Nurul Wahdah, M.Pd  
19800307 200604 2 004

Tembusan Yth:  
Dekan Fakultas Tarbiyah & Ilmu Keguruan.



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Website : <http://iain-palangkaraya.ac.id>

Nomor : 72/In.27/III.1.E/PP.009/BAHASA/MUNAQASAH/10/2020

Lamp. : 1 (satu) eksemplar Skripsi

Perihal : **Undangan Munaqasah Skripsi**

Kepada Yth. Bapak/Ibu

- |                            |                        |
|----------------------------|------------------------|
| 1. Akhmad Ali Mirza, M.Pd. | : Ketua Sidang/Penguji |
| 2. Sabarun, M.Pd           | : Penguji Utama        |
| 3. Hj. Apni Ranti, M.Hum   | : Penguji              |
| 4. Zaitun Qamariah, M.Pd   | : Sekretaris/Penguji   |

di -

Palangka Raya

*Assalamu'alaikum wr. wb.*

Mengharap kehadiran Bapak/Ibu pada Munaqasah Skripsi Mahasiswa:

Nama : Nia Rahmalia

NIM : 1401120995

Program Studi : Tadris Bahasa Inggris

Judul : Correlation between students habit in watching english movies and vocabulary mastery of the students in english education study program of IAIN Palangka Raya

Yang akan dilaksanakan pada:

Hari : Senin

Tanggal : 02 Nopember 2020

Waktu : 09.00 - 11.00 WIB

Tempat : Ruang Munaqasyah Jurusan Pendidikan Bahasa (F21A)

Demikian surat ini disampaikan, atas kehadiran Bapak/Ibu, diucapkan terimakasih.  
*Wassalamu'alaikum Wr. Wb.*

Palangka Raya, 27 Oktober 2020

Sekretaris Jurusan,

**Akhmad Ali Mirza, M.Pd.**  
NIP. 198406222015031003



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Website : <http://iain-palangkaraya.ac.id>

BERITA ACARA  
HASIL UJIAN/MUNAQASYAH

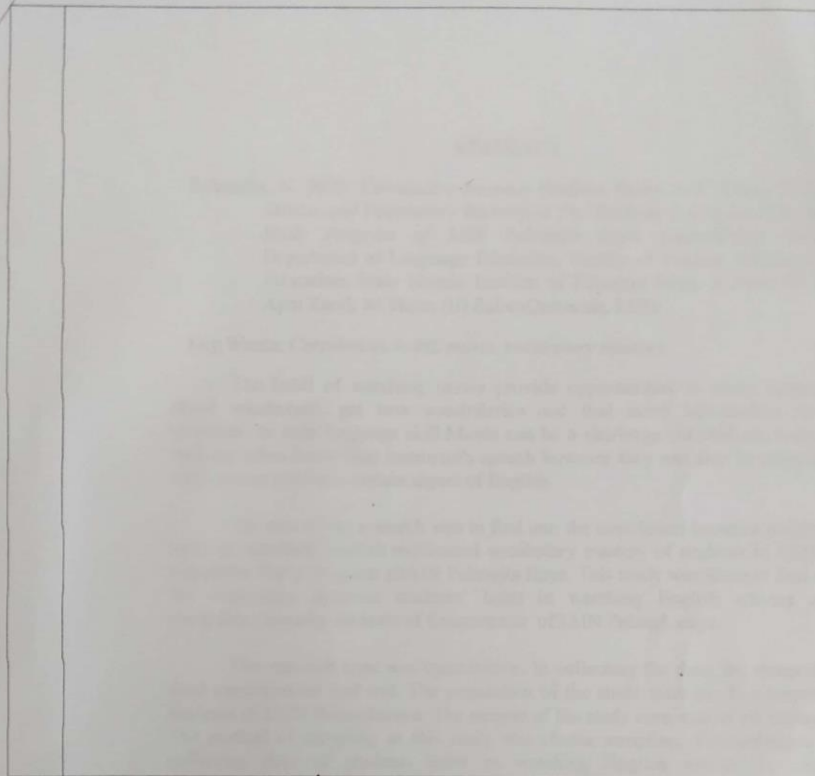
Pada hari ini Senin Tanggal 02 Nopember 2020 Pukul 09.00 - 11.00 WIB. Tim Munaqasyah Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester Ganjil/Genap\* Tahun Akademik 2019/2020, telah melaksanakan Munaqasyah Skripsi Atas Nama :

Nama : Nia Rahmalia  
NIM : 1401120995  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris  
Judul Skripsi : Correlation between students habit in watching english movies and vocabulary mastery of the students in english education study program of IAIN Palangka Raya

Dengan catatan hasil munaqasyah :

NO.	CATATAN PERBAIKAN
1.	Add one more paragraph on abstract. 1. Background 2. Objective 3. Method 4. Result.
2.	Reference & Appendix need no page number
3.	Add introductory paragraph on each beginning of every chapter
4.	t-value should be eliminated since it is irrelevant
5.	Revise the conclusion ; positive correlation but insignificant.
6.	Revise the arrangement of the questionnaire items. It should be consistent
7.	Add explanation on discussion





Perbaikan Skripsi Maksimal..7. (Tujuh)..Hari, Apabila perbaikan melebihi waktu yang ditentukan maka Skripsi akan diujikan kembali.

Ketua Sidang/Penguji,

Akhmad Ali Mirza, M.Pd.  
NIP. 198406222015031003

Penguji Utama,

Sabarun, M.Pd  
NIP. 196803222008011005

Penguji,

Hj. Apni Ranti, M.Hum  
NIP. 198101182008012013

Sekretaris/Penguji,

Zaitun Qamariah, M.Pd  
NIP. 198405192015032003

\*) Coret yang tidak perlu

## Appendix 5

### CURRICULUM VITAE

1. Name : Nia Rahmalia
2. Place, Date of Birth : Kasongan, 15 Maret 1997
3. Religion : Islam
4. Nationality : Indonesian
5. Marital Status : Single
6. Address : Jl. H.M. Arsyad Desa Basirih Hulu Kec.  
Mentaya Hilir Selatan
7. Email Address : niasukma49@gmail.com
8. Phone : 081257923201
9. Education Background :
- a. Elementary School : SDN-1Samuda Kota
  - b. Junior High School : MTsNMentayaHilir Selatan
  - c. Senior High School : SMAN-1 Sukamara
  - d. University : IAIN Palangka Raya
10. Organization Experience :
- a. HMPS TBI IAIN Palangka Raya
  - b. English Comunity (E-Com)IAIN Palangka Raya



Palangka Raya, October 26<sup>th</sup> 2020

The researcher,

Nia Rahmalia  
SRN.1401120995

